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ABSTRACT

This document consists of 14 consecutive issues of "The News," a newsletter of the Community College League of California. The lead articles of these issues are as follows: (1) Silicon Valley Executives Urge Colleges to Innovate, Network; (2) Policy Center Calls on Higher Education Leaders to Plan for Huge Wave of Students; (3) Enrollment Up Around the State as Districts Use New Funds To Serve Student Needs; (4) Trustee Elections Reveal Wide Range of Issues Affecting Local Districts; (5) Welfare Reform Triggers Debate on Community College Role, Funding; (6) Health Centers Serve Diverse Needs of Students While Struggling with Funding; (7) Community College Job Training Fuels Economic Development Efforts in Many California Communities; (8) Community College Art Faculty Bring Creativity, Prestige to Classroom; (9) Trustee Elections Touch on Wide Variety of Issues Facing Colleges; (10) There's Gold in Grants for Districts Willing to Dig Deep; (11) Colleges Give Back to Their Communities with Service, Commitment to Caring; (12) Growth of Consumer-Friendly Higher Education Spurs Competition for Students; (13) November's Trustee Elections Show Campaigns, Outcomes Influenced by Three Major Factors; (14) "Y2K Bug" Frightens Many but Community Colleges Expecting Only Minor Problems. (AS)

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The News:
July 1996 - Spring 1999
(14 Issues)

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Community College League of California

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THE NEWS

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

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Silicon Valley Executives Urge Colleges to Innovate, Network

From friendly promises of cooperation to stern warnings against becoming obsolete, CEOs from some of the world's leading technology companies recently participated in a statewide teleconference addressing the issue of community college-business partnerships.

The May 14 conference, sponsored by the California Community College Foundation and held in the Bay Area, was organized in order to examine ways business and community colleges can work together to build a more competitive workforce for the 21st Century. More than 40 community colleges viewed the conference via satellite. Six participated through interactive video conferencing, asking questions and making comments during a panel discussion.

Welcoming the participants, host Gilbert Amelio, CEO and chairman of the board at Apple Computer, said, "We lose a certain amount of competitiveness on the global scene if we don't have young minds to put to work. I think that's something we have to accept as a challenge and why business has to be involved here.

"We must build an infrastructure of broadly educated thinkers. Our industries and the future of the State of California rests not on the Internet but on the intellect."

Roger Benjamin, director of the RAND Corporation's California Institute of Education and Training, put numbers to Amelio's warning. According to Benjamin, by the year 2005, the largest segment of the US labor force, 46 percent, will be made up of managerial, service, professional and technical workers. Blue collar workers will total only 12 percent of the workforce.

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Coping with Retiree Health Benefits

Six years ago, Lassen College officials conducted a study on the cost of providing medical benefits for retirees and reached the conclusion the program had to be terminated.

"The study showed what we had suspected," says Joe Bissell, dean of administrative services. "Medical benefits for retirees is a very expensive option. The study showed it would eventually have had significant financial implications."

For more and more districts, the cost of medical benefits for retirees, now and in the future, is a growing concern.

In February, 1989, the district successfully negotiated an end to post-employment health benefits for newly hired personnel. Employees hired prior to the new agreement will continue to get medical and dental coverage—at a cost to the district of $5,800 annually—up to age 65. New employees can continue to be carried on the district's policy but must now pay the premium themselves.

Says Bissell, "If we had 60 or more retirees getting that benefit, that's a lot of money for a small district like ours. Our employees recognized the problem and

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Silicon Valley

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"This is a dramatic sea change in the country," said Benjamin, "and the question is whether our postsecondary education training system will be able to measure up."

"We lose a certain amount of competitiveness on the global scene if we don't have young minds to put to work. I think that's something we have to accept as a challenge and why business has to be involved here.

Speaking to the group via video from Washington, DC, Secretary of Labor Robert Reich said community colleges are up to the challenge, calling community colleges "the great unsung heroes of this country. They are essential to successful workforce development. You are close to your customers and can cost-effectively equip Americans with the skills and knowledge they need to succeed."

According to Reich, "Skills have always made a difference in income, productivity and output but today that difference is enormous. The demand for workers is rapidly shifting in favor of people with a high level of skills. For millions of Americans, community colleges represent the vital link from the old economy to the new."

John Morgridge, chairman of the board of Cisco Systems, Inc., one of the world's most successful technology companies, served as chairman of the conference. He told participants it is time business joins with government and higher education "to ensure California continues to produce the kind of well educated workforce we need to remain world competitive."

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He urged higher education institutions to take a number of proactive steps. First, "we must press our colleges and universities to place a premium on productivity. They must demonstrate they can produce quality learning at lower unit costs." At Cisco, Morgridge said, the annual productivity goal is a minimum of five percent.

Second, colleges must use new technologies such as video conferencing to provide education opportunities to more people in more locations. Third, colleges should "scale back on bureaucracies and inflexibilities of organization," in order to meet new challenges.

And fourth, colleges must do more with less. "I've heard a lot about the need for funding. We get the same in business. 'Boss, I can't do it. You've got to give me more money.' You know what we tell them? There is no more money. We've got to figure out how to do it with the money you've got. It's a wonderful challenge. You'll love it!"

Colleges should invest in building networks and move quickly to put their faculties, libraries, curricula, registration and training programs all on the Internet.

Another Silicon Valley leader, Scott McNealy, chairman of the board, president, and CEO of Sun Microsystems, was even more direct. Speaking on the subject, "We Are Already Hopelessly Behind," McNealy said that despite the rapid changes we see in the world around us everyday, higher education is "still stuck in the medieval learning model where bricks and mortars still matter. For some reason, people think that having an automated classroom is really going to make a difference. Well, the classroom is going to be wherever the people are."

Networking on the information superhighway is where the future of education is headed, McNealy claimed. "It's no longer: 'You're going to go to school. The school is going to come to you.' That's the new model. And that new model is going to challenge some very large and coagulated education institutions, starting with tenure."

On the network – or Internet – there is "zero cost for publishing and delivery of content. The great lecturer won't want tenure, they'll just want to get on the network. Students just have to click on and pay the fee and won't have to deal with an institution."

McNealy, who graduated from Stanford, cited a number of business leaders who never graduated from college, including Steve Jobs and Bill Gates. "It isn't

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Community Colleges Participating in CSU Effort to Reduce Number of Students Needing Remediation

During the first-ever joint meeting last Fall of the California Community College Board of Governors, the California State University Board of Trustees and the California State Board of Education, a primary topic of discussion was standards, assessment and the improved teaching of English and mathematics.

The impetus for those discussions was a major push by CSU trustees the past two years to substantially reduce the growing numbers of students coming into their system requiring developmental or remedial education.

Today, as a result of that historic joint meeting and a decision by the CSU board to eliminate the need for 90 percent of its current remedial education program, community college representatives are working with CSU and K-12 groups to help the public university system meet its goals.

"At that joint meeting," remembers California Community College Vice Chancellor Rita Cepeda, "the boards talked about remediation and basic skills and agreed to work together. This whole effort represents a different way of doing business."

Cepeda is a member of the CSU advisory committee that is responsible for making recommendations to the board of trustees on meeting its goals. And its goals are ambitious.

As of 1994, 47 percent of new CSU freshmen arriving directly from high school were placed in remedial mathematics, and 41 percent placed into remedial English. At some CSU campuses, more than 60 percent of the freshmen class -most of whom had taken the prescribed high school classes, earned good grades and even posted high SAT and ACT scores—required remediation. The CSU board's goal is to reduce the number of students requiring remediation by 10 percent in the year 2001, by 50 percent in the year 2004 and by 90 percent by 2007.

According to Peter Hoff, senior vice chancellor for academic affairs at CSU, a key to solving the problem is helping students improve their mathematics and English skills. Students unable to handle the demands of university study in math and English find it difficult to get through the rest of the curriculum. This not only has a negative impact on their education and career goals, it has a "deleterious effect" on the university. The CSU board's Committee on Educational Policy, to which Hoff is the primary staff liaison, concluded, "When a significant portion of the student body is underprepared in fundamental skill areas such as English and mathematics, it threatens the university's ability to offer undergraduate instruction at a level that will prepare a competitive workforce and an enlightened citizenry. CSU professors have increasingly expressed their concern that they could no longer conduct many undergraduate courses at a level that fully reflects collegiate expectations."

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The university and its advisory committee of community college and K-12 faculty and administrators are moving on several fronts to address this problem. Some of the specific items being addressed include:

- Work to define academic standards students must meet to graduate from high school and enter college.
- Implement changes necessary to ensure that CSU-educated elementary teachers are well equipped

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Silicon Valley

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the degree that matters or the institution, it's the education."

McNealy urged colleges to stop buying mainframes, minicomputers and PCs, calling them "legacy investments." Instead, colleges should invest in building networks and move quickly to put their faculties, libraries, curricula, registration and training programs all on the Internet. "You can create a university from your workstation. Build an information superhighway that goes out as far and as wide as you can possibly get it." ◆

Health Benefits *continued from page 1*

helped us forge a solution."

For more and more districts, the cost of medical benefits for retirees, now and in the future, is a growing concern. While most provide benefits, more and more are taking affirmative steps to stem the costs or to build financial nest eggs to keep the program solvent in the future.

The amount districts are paying annually per retired employee range from less than $3,000 to more than $9,000.

A statewide survey conducted last year by Mendocino College's vice president of administrative services, Tom Kesey, showed that 48 out of 52 districts polled provide some type of health benefits to employees when they retire. All provided medical coverage, 57 percent dental, 53 percent prescriptions and 37 percent vision. Sixty percent paid 100 percent. The amount districts are paying annually per retired employee range from less than $3,000 to more than $9,000.

According to Kesey, the survey was conducted to help Mendocino decide whether to offer medical benefits for its retired employees. "We found that where folks got into trouble was back when medical costs were cheap and districts gave away life-long benefits. In subsequent years the costs skyrocketed and some districts had to cut back."

Take Allan Hancock College, for example. Employees used to be able to retire from Allan Hancock with 100 percent medical benefits after just five years service. Now, says vice president of business services, Betty Miller, 20 years are required for employees hired after April, 1989. Those same employees also must share half the cost. "We had very generous benefits years ago. There had to be some effort to contain costs and now it means fewer and fewer people are eligible."

The next step, says Miller, may be to conduct an actuarial study to decide whether a reserve fund should be established to fund the future liability of retiree health costs. Several districts have already taken that step.

Butte College, reports chief business officer Martha Wescoat-Andes, has established a reserve fund to pay the "huge" liability the district faces in terms of retiree benefits. The district contributes to the fund from the general budget when money is available. Wescoat-Andes says the goal is to eventually build the fund to the size necessary to pay the future benefits.

In 1992-93, Sierra College started deducting one percent from employee paychecks to build a "post-retirement trust fund," reports Robert Wickstrom, director, business services. The district adds another one percent.

"If you look at actuarial studies retiree benefits would gobble us up," explains Wickstrom, who says such a 1992 study showed the district was facing a $20 million liability. "It's not like we wouldn't like to pay the whole cost but we do have a responsibility to the financial future of the district."

The district has also moved to reduce the growth of the program. Employees hired after July 1, 1995 will not be getting medical benefits when they retire. Currently, all employees hired before that date get benefits until age 65 (when they can join Medicare) or beyond for faculty who haven't paid into the Medicare fund.

Mt. San Antonio College is assessing new employees five percent of their pay to help fund future retiree medical benefits. "We pay $1 million a year in premiums just for retirees," says vice president, administrative services Nancy Rice. The district is facing a future $32 million liability.

"If we closed our doors today we wouldn't be able to pay for all the employees who have lifetime benefits from us," she says. To keep costs contained in the future, the district has increased from five to 10 the number of years new employees have to work at the district to be eligible for benefits.

Cerritos College has been able to keep a lid on benefit costs, reports Judy Christensen, vice president of business services, by capping benefits at $1,788 a year for both current and retired employees. "Keeping them at a level that is fixed is part of the strategy. We never promised 100 percent coverage. With careful planning we should be able to maintain the integrity of the program over the long haul."

Retiree health benefit costs are not a problem at Riverside Community College, says vice president of administration James Buysse, because of the small number of retirees between 55 and 65, the ten years the district covers medical benefits. "We have found a lot of people here just don't want to retire. Many work to age 65 and beyond.

Mt. San Jacinto College has conducted an actuarial study that showed the college facing a $400,000 liability, not a significant concern, says Wally Upper, vice president of administration.

Retirees get $2,931 a year for medical, dental and life insurance for ten years and the district does not cover spouses. "It does have an end date and the district contribution is fixed and known," says Upper.

He says the district also offers retirees a "buy-out" program that about 20 percent accept. Instead of the coverage, they can receive a $5,000 lump-sum payment. This is particularly attractive to retirees close to 65 (and Medicare coverage) or those whose spouse is covered.

Cuesta College has no future retiree medical benefit liability because it simply does not offer the benefit. Explains Mike Hargett, vice president of administrative services, "It's simply a cost matter. The response of the board has been that actuarially we'd have to set aside large amounts of dollars to pay for the liability."

Cuesta employees, however, have been able to get post-employment coverage. To entice faculty to retire, the college has offered golden handshakes that include five years of medical benefits. "We've given them something," says Hargett, "but it hasn't been ongoing and thus we can pay as we go." Employees can stay on the college plan after retirement but have to pay the premiums themselves.

Keeping track of future medical benefit liabilities is a key responsibility of boards and administrators, says Riverside's vice president Buysse. Districts have a financial obligation to manage their retiree benefits programs in a manner that protects the long-term financial well-being of the district. "Employers should not make commitments they aren't going to be able to keep. Boards and administrators do need to keep track quantitatively of what their decisions will mean to the bottom line."

Brice Gibbs, a Northern California CPA who provides auditing and consulting services to six community college districts, says the strategy many districts have taken of establishing a separate tier of benefits for new employees in order to reduce long-term liability "is a positive step."

His experience has been that because accounting standards do not require districts to conduct actuarial studies to determine their long-term post-retirement benefit liability, many districts are not aware of the exact obligation they face or are putting aside money to fund their retiree benefits. "It's a huge obligation that some community college districts have not been accounting for in terms of its cost."

Says Gibbs, "Every district I've talked to knows it's a huge liability and wants to put away some dollars but with the tight budget picture of recent years it's been tough. And now that it looks like the colleges will be getting some additional funds from the state this year, what are they going to do with it? Restore programs? Hire staff? Or save for their future liability? They've got to sell the idea that they have to save for the future." ◆

Districts have a financial obligation to manage their retiree benefits program in a manner that protects the long-term financial well-being of the district.

They Said It

It's time to guarantee every single American not 12 but 14 years of education.

President Bill Clinton,
speaking at Glendale College

Sacramento City College represents the model that community colleges throughout California should aspire to...many of its degree and occupational programs are direct responses to demands from the community. And in neighborhoods, meeting rooms and work projects throughout Sacramento, I am constantly running into SCC faculty, staff and students who are serving their community.

Councilwoman Deborah Ortiz,
speaking at commencement

All administrators, whether they work in California or not, will have to adjust to a new management decision mode of inclusiveness and consultation.

Charles C. Spence, Chancellor,
Contra Costa CCD

36 District Students Granted Necessary Tools for Success

Receiving a scholarship after graduation is a bit unusual, but for 36 students from Fresno City College, the Vocational Training Center and Kings River Community College, the reward couldn't have come at a better time. Thanks to a generous scholarship program sponsored by the Miller Brewing Company, these students now have a better chance of immediately entering the work force.

Many jobs in industries like automotive, maintenance, photography and construction require applicants to supply their own tools. This creates a problem for most new graduates who do not have the money to purchase the costly equipment needed to find a job.

What makes this scholarship different from others? The winners are awarded tools of their trade, instead of cash.

Many jobs in industries like automotive, maintenance, photography and construction require applicants to supply their own tools. This creates a problem for most new graduates who do not have the money to purchase the costly equipment needed to find a job.

"The neatest part of the program is that it allows students who barely make it through school financially to immediately go to work," commented Rick Christl, associate dean of FCC's Technical and Industrial division.

Students who were eligible to graduate or received a certificate of achievement were eligible to apply for scholarship. There are a total of 17 fields districtwide in which students could apply for a tool scholarship. The value of each student's award ranges from $1500 to $2500, depending o the tools needed in a specific job field. The Miller Brewing Company donated $60,000 to purchase the tools, while special discounts and additional tools were provided by Snap-on Tools.

"Lots of jobs want you to have your own tools-having tools is having less worry," stated Raul Felan, a winner in the automotive collision repair category from VTC. Danny Dunigan, another automotive collision repair recipient agreed. "I appreciate someone taking an interest in us to help with our careers," he said.

Graduates' Skills Guaranteed

In 1993, Orange Coast College became the first California community college to guarantee the quality of its graduates to employers. And now, three years later, it remains the one institution among the 106 which issues such a guarantee.

If a student is judged by an employer to be lacking in necessary skills, he or she is provided—at no charge—up to six units to correct the deficiencies.

When OCC's Career Education Office launched its pilot project, it guaranteed the skills of graduates in nine areas of instruction. Today, that number has more than tripled, to 28—more than a third of its 84 career education certificate and degree programs. Additional programs are slated to be added to the skills guarantee list in upcoming semesters.

Graduates of these 28 programs are certified by the college to possess skills for entry-level positions in the field for which they've trained. If a student is judged by an employer to be lacking in necessary skills, he or she is provided—at no charge—up to six units to correct the deficiencies.

"This skill guarantee is part of the college's public accountability to its customers," says George Blanc, OCC's administrative dean of career, contract and community education. "Our customers include students as well as employers. This guarantee sends employers a powerful message about the quality of the 'products' that OCC produces."

Field Technician Internship Program Launched

For a dozen seniors at Sequoia High School, this is more than a time for proms, graduation ceremonies and visions of a lazy summer. It marks the start of an arduous, two-year journey that will prepare them for good-paying, upwardly mobile positions in tomorrow's high-tech workforce.

The 12 are participating in a pioneering internship program involving Mission College, Sequoia High School and Siemens Rolm Communications that combines college work and on-the-job training to create a winning situation for all.

The students will attend Mission College at Siemens Rolm's expense, working toward associate degrees in computer electronics technology. They will work part-time at Siemens Rolm during school terms and full-time during the summers. After that, they will be ready to work full-time at Siemens Rolm. Should they choose to transfer to four-year colleges, the company will enroll them in its tuition reimbursement program.

Kathleen Elliott, Director of Corporate Training and Economic Development for the West Valley Mission CCD, said, "I don't know of another program in Silicon Valley that offers this direct link between a high school program, an employer, a community college and back to the workplace. Students can identify career paths while in high school and be supported throughout the process by an employer and a community college working together."

This program is an extension of Siemens' 100-year commitment to school-to-work programs that show how cooperation between business and education can make a difference. Siemens has pioneered similar programs in five other states. The cost of the program is approximately $250,000.

League Boards Hold Elections

CCCT Board Election Results

Victor Valley CCD trustee, **Maxine Moore** was elected to her first term along with all nine incumbents seeking reelection to the California Community College Trustees Board of Directors. Moore has served on the Victor Valley board since 1988 and been active on CCCT committees.

Incumbents returned to the CCCT Board are:

- **Rudy Cardenas**, Imperial Valley CCD
- **Lindsay Conner**, Los Angeles CCD
- **Bill Corey**, Contra Costa CCD
- **Carole Currey**, Santa Monica CCD
- **Elvira Robinson**, Gavilan CCD
- **Carol Smith**, MiraCosta CCD
- **Pete Tafoya**, Ventura County CCD
- **Richard Tanaka**, San Jose-Evergreen CCD
- **Fritz Wenck**, Lake Tahoe CCD

The board president is Armando Ruiz, Coast CCD; first vice president is Richard Tanaka, San Jose-Evergreen CCD; and second vice president is Mary Mason, Foothill-De Anza CCD.

"The CCCT board is one of the most dedicated and committed groups I work with," said Ruiz. "It represents the best from the local districts and I am proud to be a part of its efforts."

CEOCCC Board Seats New Members

Taking their seats at the June meeting were newly elected CEOCCC board members **John Hurd,** Cabrillo CCD representing Area I, and **Louis Murillo**, San Diego Miramar College representing Area III. Hurd and Murillo were elected to three-year terms.

Also seated were reelected incumbents **Jan Kehoe**, Merced CCD representing Area II and **Dianne Van Hook**, Santa Clarita CCD who represents Area IV.

CEO officers elected by the board are **Grace Mitchell**, President (San Luis Obispo CCD), **Jan Kehoe**, President-elect, **Guy Lease**, Vice President-North (Lake Tahoe CCD), and **Ned Doffoney**, Vice President-South (Saddleback College).

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Faculty Ready to Reach Out Via TV

Twenty-five community college instructors from seven colleges graduated from the Distance Learning Institute at Solano CC this spring with new skills for the classrooms of the future.

Funded by an instructional improvement grant from the state chancellor's office, the institute's goal was "to teach teachers how to relate to students at another location via television which requires a different approach to be effective, said Don Kirkorian, the project's administrator.

We need to be prepared to reach students in many different formats: TV, e-mail, radio, on the Internet,"

The institute carefully covered production tips and techniques in preparing participants for their own eventual taped productions. Gary Dreibelbis, from Solano's speech department, headed the curriculum team that designed the instructional format. He served as the "personal coach" for each participant, suggesting valuable techniques for being more than "talking head" on classroom TV. "What works well in the static classroom doesn't always transfer to good video production," Dreibelbis said.

The idea for the institute came from Carole Jarrett who wrote a successful grant proposal to get the project underway. Jarrett's concern was that the technology was arriving before faculty was ready for it. "The traditional classroom experience is now augmented by technology, and distance learning is in the forefront of the change. We need to be prepared to reach students in many different formats: TV, e-mail, radio, on the Internet," Jarrett said.

A Distance Learning Handbook has been developed which will serve as a guide for the "graduates" of the program to return to their campuses to be trainers for their own faculty. A copy of this handbook was sent to each community college.

Visit Us on the Web

League Site Expanded

As part of our commitment to keep district personnel, legislators, and other state leaders current on all matters of importance to community colleges, the League has developed a web site which has been recently revised and expanded.

Legislative Information has been expanded and now includes our weekly Budget Updates; the First Monday Report (a monthly report highlighting issues related to consultation, the legislature and state agencies); and the *Bills of Interest* report on all pieces of legislation followed by the League on behalf of community colleges.

In addition you'll find information on conferences and workshops, publications, League boards of directors, committees and staff members. In coming months look for a complete calendar of events for all community college-related organizations; updates on the November Annual Convention; and the text of various League periodicals.

You will find the League's site at **<http://www.cerritos.edu/cclc>**

Chancellor's Office Site Updated

The State Chancellor's Office web site has an updated and revised look. There you will find:

- general information about the California community colleges
- information on each division in this state agency and current activities
- the Board of Governors, its meetings and actions
- the Consultation Council meetings and minutes
- current press releases
- a list of the Internet resources offered by California's community colleges
- information from presentations at the Chancellor's Office Spring Conference and the Research and Planning Annual Conference

This site may be reached at **<http://www.cerritos.edu/cccco>**

Remediation *continued from page 3*

for success in teaching basic skills;

- Develop assessment and intervention programs that would help determine the skill levels of high school students with the intent of identifying remedial needs of college-bound students;
- Communicate CSU collegiate skill standards and expectations to students, parents and schools;
- Review assessment and placement exams in order to achieve the best possible alignment between assessment and placement.

For community college transfer students, the university will "carefully address collegiate skill and developmental/remedial policies...(and) adhere to the existing CSU policy that permits the admission of only those junior and senior transfer students who have completed GE requirements in English and mathematics."

CSU Senior Vice Chancellor Hoff says he anticipates the university will move to "reenforce" math and English competencies for community college transfers. "We've been letting in some students who haven't met the requirement," he says.

According to Cepeda, in addition to the important transfer issue, the other areas under study that will have a direct impact on community colleges include policies which apply to re-entry and ESL students and revised policies for assessment and placement of students. Working in cooperation with the effort is the Intersegmental Coordinating Council, an arm of the California Education Round Table. The ICC is reviewing English and math competencies for freshmen.

In a report to the Board of Governors, Cepeda writes, "In each of these cases the advisory committee recommendations should be assessed against existing community college policies and practices, timelines for implementation and consonance with issues related to student access and equity."

Cepeda reports that CSU understands and is committed to keeping the community colleges and K-12 informed of any policy changes that would have an impact on the other systems.

"I have hope that this process will end up being beneficial to our students," says Cepeda. "It will certainly help us in our articulation and transfer procedures. And it should allow us to align curriculum properly to make transfer for high school students to community colleges and CSU smoother." ◆

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Respiratory Therapy Programs Merged

Santa Monica and East LA colleges have merged their respiratory therapy programs, allowing the two colleges to pool resources and provide a richer and more innovative curriculum.

This is the first time two community colleges have formed a partnership on an allied health program, and this alliance is a forerunner of things to come in community colleges," said Marilyn Humphrey, director of the SMC health sciences program.

The program will continue to offer students clinical training at UCLA Medical Center, and SMC students will now have access to clinical resources from the East LA program. Under the merged program, students will take all prerequisite science courses and the introductory respiratory therapy class at SMC in their first year. The second year of study will be at East LA College, taught by faculty from both campuses.

Graduates will receive a joint program certificate of completion, and each institution will grant an AA degree to its respective students who succeed in completing all academic requirements.

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Appointments

Donald F. Averill is the new superintendent/president of Palo Verde. Averill is a native Californian, raised in Southern California.

He earned his doctoral degree in educational management from the University of La Verne. He earned both his B.A. and M.A. from California State University, Los Angeles. He started as an adult education teacher for the Los Angeles Unified School District in 1960 and has progressed through teaching and administrative positions in secondary and community college educational institutions.

He begins at Palo Verde effective July 1.

The board of trustees of the Kern CCD has appointed **D. Roe Darnell** to the position of president of Cerro Coso Community College.

Darnell has been serving as the Acting President of Cerro Coso since June 1995. He has been the vice president , instruction, at the college since 1980. Prior to that, he served as assistant professor of education and director of off-campus operations at Pepperdine University; executive assistant to the dean, Eastern Illinois University.

Darnell earned a bachelor's degree in history at Oklahoma Christian College, a master's degree in history at Pepperdine University, and his doctorate in education at the University of La Verne.

He will assume his duties on approximately July 1, 1996.

Mark Edelstein, vice-president for academic affairs at the College of the Redwoods in Eureka, has been named the new Diablo Valley college president beginning August 1.

Edelstein replaces Phyllis Peterson who, after 12 years, will retire June 30 as president of the 20,000 student college. Edelstein has been in his present position with the College of the Redwoods since 1991. Before that, he was executive director of the California Intersegmental Coordinating Council in Sacramento for four years.

From 1985-87 Edelstein served as president of the Academic Senate for California Community Colleges.

A graduate of Colby College in Maine, Edelstein has a master's degree from the University of New Hampshire, a doctorate in English from State University of New York at Stonybrook and a certificate of educational management from Harvard.

Raul Rodriguez, currently San Jose City College's interim president, will assume the position as fourth president of Los Medanos College on July 1.

Before Rodriguez became interim president of San Jose City College, he was vice president of instruction at that institution. Rodriguez received his doctorate in psychology form the University of California at Santa Cruz, and has worked in research efforts at various California universities. In addition to receiving honorable fellowships, he was involved in the Executive Leadership Program of the National Community College Hispanic Council.

William Segura has been appointed as the new Chancellor of the Los Angeles CCD.

Segura spent his early youth in East Los Angeles and has been in education for the last 26 years. He has served since 1993 as president of Austin Community College. Previously he served for ten years as president of Chemeketa Community College in Salem, Oregon.

He holds a doctorate in educational policy and management from the University of Oregon; a master's degree in counseling and psychology from Western Oregon State College, and a bachelor's degree in philosophy from Linfield College, McMinnville, Oregon.

Linda M. Spink has been named as Antelope Valley CCD's new superintendent/president, succeeding Dr. Allan W. Kurki who is due to retire Aug. 29.

In naming Spink, trustees hired the first woman president in the college's 67-year history. Spink is currently vice president for instruction at Mohawk Valley Community College, Utica, N.Y. where she's worked since 1980. Before that, she was associate dean for health science and technology at Massachusetts Bay Community College. Spink has a doctorate in administration of higher education from Boston College, a master's in psychiatric nursing from Boston University, and a bachelor's degree from Michigan State University.

Kennth D. Yglesias, who has served as interim president at Golden West since January, has been named the college's sixth president.

12

Yglesias has been in education for 27 years and has held positions in several California community colleges. Prior to his appointment as interim president, he was the administrative director of educational services for the Coast district, overseeing grants and contracts, international, vocational and contract education, and state reporting for curriculum modification for the three district colleges.

He received his EdD in educational administration from USC, his MA in educational communications technology from Western Carolina Univ., NC, his BA from the Univ. of South Florida and his AA from St Petersberg JC in Florida.

Thomas Nussbaum has been selected by the California Community Colleges Board of Governors to serve as the Acting Chancellor for the statewide system. Nussbaum is the current Vice Chancellor of Legal Affairs and General Counsel for the California Community Colleges Chancellor's Office, a position he has held since 1986.

Nussbaum has extensive knowledge of community college law and state government, with over 19 years dealing with the Legislature and state control agencies, as well as the State budget process. He is the author of several publications, including "Understanding Community College Governance", "AB 1725: A Comprehensive Analysis", "Too Much Law...Too Much Structure: Together We Can Cut The Gordian Knot", and "Evolving Community College Shared Governance to Better Serve the Public Interest".

Nussbaum earned his juris doctorate form California Western School of Law in San Diego. He also holds a bachelor of arts degree in political science from UCLA.

Marchelle S. Fox is the new president of West Valley College effective July 1. Currently, she is interim vice president of student services at San Diego Miramar College.

"I am honored to have been selected to serve as president of West Valley College," said Fox. "This college has a long and proud tradition of providing the very best in community college education and is poised to move ahead to address the challenges of the future. What more could a new president ask?"

Fox's previous positions include dean for instructional advancement and dean of instruction at San Diego City College. She also served as president of the San Diego City College Foundation.

Fox received her PhD in education administration from the University of Texas in Austin, her MA in human development from Pacific Oaks College, and her BA in education from San Diego State.

The Peralta CCD has named two new presidents, both of whom have been serving their colleges as interims. The district board appointed **Earnest C. Crutchfield** as president of Laney College and **George Herring** as president of College of Alameda.

Crutchfield is a political scientist and product of Laney College faculty and administrative posts since 1986. He held the position of dean of instruction at Laney from 1987 to January 1996 when he was appointed interim president.

Following his graduation in political science from San Francisco State, Crutchfield earned his Master's degree in community organization and administration from UC Berkeley.

Herring is a longtime educator and civic leader. He was the former dean of administration and student services at Merritt College before being named interim president of COA in June 1995.

His previous administrative posts at Merritt include assistant dean of student, dean of administration and development, and dean of students.

Having taken his BS degree at Jackson State College in Mississippi, Herring earned his doctorate in higher education at UC Berkeley.

Both appointments are effective July 1.

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THE NEWS

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

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Policy Center Calls on Higher Education Leaders to Plan for Huge Wave of Students

Access to higher education in California can be preserved into the 21st Century but will require contributions and sacrifices by all, says Pat Callan, executive director of the California Higher Education Policy Center. Maintaining access will require leadership from higher education and state government officials.

"Obstacles can be addressed and overcome," Callan told **The News** in a recent interview at his San Jose headquarters. "The real question is, can we come together and build a consensus in California around higher education opportunity parallel to the one we built in 1960 with the Master Plan for Higher Education. But we can't do it the same way because the plan for the 1960s is not going to be the approach of the 1990s or the 21st Century."

Four years ago the James Irvine Foundation of Orange County established the policy center with a five-year, $6 million grant. This is the final year of operations for the center.

The center, says Callan, was established to "look at the policy infrastructure of California higher education and ask who should go, how should we pay for it, and are we organized correctly to do the job? We have done what we have signed on to do—put new ideas on the table and leveled criticism at some current policies and practices to the discomfort of some in the political and education world."

Callan brought to the job a wealth of experience in making politicians and educators uncomfortable when it comes to policy and planning issues. For eight years he was

see Policy Center page 4

"We Are All In the Same Gang"

Actor, director, producer, and community leader **Edward James Olmos** to address the opening banquet of the League's 1996 Annual Convention. (Story page 8)

Staff Development Programs Helping Prepare Campuses for New Technologies

Roberta Holt doesn't hesitate a moment when asked to identify the most pressing staff development need on the Los Angeles City College campus today.

"How to encourage faculty to utilize new technology tools to enhance their teaching," the coordinator of faculty and staff development at LACC responds. "We have more and more technologies available that can be used in the classroom. But there is a lot of faculty anxiety about computers."

Explains Holt, "Some feel threatened because the technology upsets the way many of them look at the learning process. We have to be sensitive to faculty fears and help motivate them to learn how technology can, in fact, make the learning process more effective."

Around the state, faculty, administrators and classified employees are increasingly being pushed to keep current with the rapidly changing world of college-based technology.

Helping college staff meet that challenge is one of the jobs assigned to staff development coordinators on campuses around the state. These professionals, like Holt, organize workshops and flex-day activities, manage resource centers and special programs, and help make decisions regarding the funding of staff participation in conferences.

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September-October, 1996

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Common Course Numbering System Takes Big Step Toward Becoming Common on Campus

After two years of policy debate and political advocacy, a common course numbering system for community colleges has taken a major step toward becoming reality on campus.

(Common course numbering) can help students smooth the transition from one community college to another or to a four-year school.

The California Community College Board of Governors will receive a report this month on the successful completion of two years of study to establish a common course numbering system. The report, based on work by the statewide Academic Senate, will include a recommendation that a pilot program be funded.

A common course numbering system would assign names and numbers to core academic and vocational courses that would then be used at all California community colleges. For example, the first semester of English composition, a transfer class, might be designated as "English Composition 1" and would be so designated at each campus. Students who then transfer from one college to another would know which classes at their new campus are the same as classes they've already completed.

While the idea of such a system has been discussed for many years, the push that led to the recent breakthrough began in 1994 when representatives of the California Student Association of Community Colleges (CalSACC) went to the Legislature and sponsored a bill—SB 150 carried by Hilda Solis—calling on the Board of Governors to develop a common course numbering system.

"We sponsored the bill," says Marisa Alvarez, a student at Santa Rosa Junior College and current president of CalSACC, "to help students transfer. A lot of students would take courses at one community college and then move to the district next door and would face a whole new set of requirements. This turns out to be very costly and time consuming for students."

Students who lobbied for the bill in Spring 1995 were supported by the Board of Governors and opposed by the statewide Academic Senate. According to past president Regina Stanback-Stroud of the Academic Senate, who chaired the senate's ad hoc committee on common course numbering last year, "Students had a hard time defining what it was they wanted. We didn't want all English 1 classes to be identical. Faculty need to have control of their curriculum and the colleges control over what they offer their communities."

"When the recommendations came from the Academic Senate to the Consultation Council we were pleased that they were very similar to those of the task force. If implemented, these recommendations should benefit students."

Says Alvarez, "The students and Academic Senate were not communicating well as to what our needs were. There was a lot of confrontation. The direction we wanted to take, they weren't too hot on."

While the Academic Senate was critical of the students' efforts on some of the specifics of a new system, it was supportive of efforts to ease transfer from one community college to another. After Governor Wilson signed SB 150 in October 1995, the Senate issued a lengthy report on the issue that recommended the expansion of the California Articulation Numbering System (CAN).

CAN is a 20-year-old project that assigns common numbers to lower division, transferable courses taught at community colleges, the California State University and the University of California. It is similar to the common course numbering system proposed by CalSACC but is very limited in the number of courses assigned numbers and by the fact that only one UC campus participates in the voluntary program. On average, community college campuses offer only 68 courses using CAN numbers. CSU campuses average 53; statewide, only 28 disciplines are represented in the system.

With the governor and legislature mandating creation of a common course numbering system, Chancellor David Mertes earlier this year took the issue to the Consultation Council, an advisory panel that includes representatives of all the major statewide associations—including the League—and unions. Its recommendation, which Mertes followed, was that common course numbering was an "academic and professional matter"

see Course Numbering page 11

Staff Development

Continued from page 1

According to the California Community College Council for Staff Development (4CSD), all 106 colleges in the state have some type of staff development program. Most have flex-day activities and year-around workshops for faculty, classified and administrators. Most have either resource centers, staff exchange programs or staff retreats. Most also have special programs that meet a specific, unique need on their campuses.

According to Jo Sumner, president of 4CSD and staff development coordinator at Sierra College, staff development on many campuses today is linked directly to the avalanche of new technology sweeping campus offices and classrooms. "My colleagues around the state are working to upgrade staff in the use of computers in their offices and incorporating computer-based multi-media into the curriculum. It's pretty simple. As a district moves to upgrade its technology, it must deal with training staff."

At Pasadena City College, the future of technology was one of many topics discussed at "PCC World Day," a day-long workshop. Break-out sessions were held on science and technology, gender and cultural issues, education throughout the world, and world labor trends.

According to Patricia Mollica, dean of human resources, the goal of "PCC World Day" and all other staff development activities is to tie them directly to institutional goals. The campus staff development committee plans its activities specifically to support those goals.

Abe Ali, the staff diversity and staff development coordinator at College of the Redwoods, faces the same dilemma. "Finding common ground on workshop topics that a lot of employees can participate in is a real challenge. Administrators, classified and faculty do have different needs."

His approach has been to try to offer activities the entire campus can share together. "There's not much money to spend, so activities that fit a broader need is the way to go."

Of the total staff development budget at Redwoods, 70 to 80 percent is used to send staff to out-of-district seminars, workshops and conferences. The balance is used for group activities on campus. These include workshops on using the Internet, cooperative learning, violence prevention, classroom assessment techniques, and planning retreats for various campus groups. For 1996-97, the staff development committee is "favorably looking at proposals that relate to training staff to use technology in their offices or classrooms," reports Ali.

At Cuyamaca College in San Diego County, 60 percent of funding goes to send staff to out-of-district activities and 40 percent goes toward institutional programs, reports Michael Hill, staff development coordinator and an instructor in the environmental technology program.

"We're hiring more faculty than in the past so we're going to use some of our funds to orient them throughout the year. We used to do it in a single week but that's like force feeding them with a fire hose."

Cuyamaca's 10 days of flex activities include classes on computer technology, the Internet, health and wellness, and tours of the nature preserve on campus.

At City College of San Francisco, Alexandra Turkington, associate director of staff development and affirmative action, says last year the board of trustees "mandated that all employees be trained in diversity issues." The college held workshops on racism, sexual harassment, discrimination against people with disabilities and homophobia.

Staff development on many campuses today is linked directly to the avalanche of new technology sweeping campus offices and classrooms.

"Hot topics" for classified development workshops at Allan Hancock include computers, technology and reducing stress. Classified workshops are held during faculty-flex-week activities.

Rancho Santiago College's comprehensive staff development program strives to address two major changes facing the campus—new technology, and students for whom English is a new language. The college's 1996-97 staff development catalog is 56 pages of course descriptions for programs offered August through May.

"Everything is changing so fast," says Kay Farrell, coordinator for professional development. "We have faculty used to operating one way and they have to change."

On the technological front, says Farrell, "Our faculty have to learn how to use the new computer-related instructional tools and how to teach students to use them." Since the student population is more than 50 percent non-native speakers, "We're also having to work with faculty to change their mind set about what a college student is."

see Staff Development page 4

Policy Center *(Continued from page 1)*

executive director of the California Postsecondary Education Commission (CPEC) before moving to Denver to be a vice president and senior consultant to the Education Commission of the States. The associate director of the center, Joni Finney, has been a university administrator and professor and director of policy studies for the Education Commission of the States.

Two months ago the center issued a major report, "Shared Responsibility," that challenges the state's college and university leaders to join with the legislature and governor's office to create a plan to deal with the influx of 480,000 additional students expected to enroll in post-secondary education over the next ten years. The report has received coverage in every major California newspaper.

Pat Callan

"We are in a period of stability with a chance to do some planning... If we simply wait for the crunch to come there will be no good solutions. All we can do is what we did when the recession hit in the early 1990s, meat-ax programs and do tremendous damage to people, to colleges and universities and to the long-term interests of the state."

Says Finney, "We've demonstrated that a policy vacuum exists and there's been very little political leadership on this issue or leadership from the segments collectively. And you can understand why. Without political leadership, people on the campuses want to protect turf because that's all there is left to do."

The report cautions: "California and its colleges and universities are in the eye of a hurricane. California higher education survived the initial storm of the recession in the early 1990s, albeit at the cost of reducing enrollments and drastically increasing the cost to students who were admitted." With an anticipated influx of nearly half-a-million additional students looming on the near horizon, "a new compact (must) be forged between the state, the colleges and universities, and students and their families" to successfully meet the challenge of maintaining access and quality.

In a previous report, Callan and Finney had estimated that higher education's share of the state budget would have to increase from 12.4 percent to 20 percent by 2006 to accommodate expected enrollment growth. In "Shared Responsibility" they state

see Policy Center, page 5

Staff Development *(Continued from page 3)*

One approach has been to establish a lab for basic skills that features computers programmed to help students learn math and English. According to Farrell, the lab is helping teach teachers the technology used in this environment. "Some of them didn't know what a mouse is." The college's Center for Learning and Instruction works with all staff on the use of new software for office management and creating multimedia for the classroom.

Los Angeles City College, says Holt, provides staff development programs for all employees. Each year her office surveys the campus to determine needs and priorities. Last year, 80 workshops were held, a third of which were related to office computers, the Internet, upgrading to Windows 95, or how to use the computer in the classroom.

Holt is also responsible for a faculty orientation program that will last 10 weeks to "properly introduce new faculty to the college and the college's philosophy." She's also director of the Teaching Learning Center, a federally-funded program that assists faculty with preparation of classroom materials using instructional technology.

While Holt meets many faculty members hesitant to step into the brave new world of instructional technology, she also sees "movement toward the future among the hard core, non-technology people" that leaves her hopeful. "As the institution becomes more committed to teaching faculty with the new technologies, many feel they may need to jump on or be left behind. We're here to help with that transition." ◆

clearly that higher education can't expect state dollars to match that need. The report urges the state to maintain funding at predictable levels, calls on institutions to become more productive, recommends an end to new campus construction and asks students and their families to share more of the responsibility for the cost of education."

The *San Jose Mercury News* praised "Shared Responsibility" in its editorial columns, writing, "California cannot build and hire its way out from under the coming wave of students. And it cannot give up on educating its future workers. The state's plan for higher education must change or a generation of students will be short-changed." The *Fresno Bee*, however, called the report's recommendation on no new campuses—including a University of California campus now slated for Merced—"shortsighted." The paper editorialized, "Decisions about institutions like universities should be based on the long view and should not be held hostage to short-term financial issues."

Callan and Finney told **The News** the state has absolutely no plan for dealing with the challenges the future will inevitably bring. "We are in a period of stability with a chance to do some planning," says Callan. "Are we going to use this period wisely or will we be lulled to sleep? If we simply wait for the crunch to come there will be no good solutions. All we can do is what we did when the recession hit in the early 1990s, meat ax programs and do tremendous damage to people, to colleges and universities and to the long-term interests of the state."

Finney believes the recommendations "Shared Responsibility" puts forth demonstrate that "we can solve this problem without sacrificing quality and at a reasonable cost to taxpayers. I think community colleges, in particular, are in a good position to come together and work with the state and say we will make sure these students are accommodated and we can do it more efficiently. None of these legislators wants to hear about their constituents being shut out of college."

"I think community colleges, in particular, are in a good position to come together and work with the state and say we will make sure these students are accommodated and we can do it more efficiently. None of these legislators wants to hear about their constituents being shut out of college."

She praised the Board of Governor's 1993 Commission on Innovation for addressing many of the same challenges identified in "Shared Responsibility." Said Finney, "The community college segment was the only one that even attempted to put an agenda out there."

Callan believes community colleges "are pivotal on the questions of whether we will accommodate the next tidal wave of students and keep a broadly accessible system of higher education." He predicts 70 percent of the additional students—a total of 340,000—will be coming to the community colleges.

To help pay for this increase, students will have to pay higher tuition. The report recommends a maximum of four-percent in annual fee increases for community colleges, five-percent for California State University and six-percent for UC. Says Callan, "We can't see a way out of this that doesn't ask the students to make some contribution."

College and university administrators and faculty are also pressed by the center to make a contribution. By proposing no new money be spent on new campuses and with students becoming increasingly "heterogeneous," faculty will have to teach more classes in the afternoon, at night and on weekends to accommodate student needs. Administrators will have to forego their proclivity toward building new campuses and centers.

"If we were in any other business that was not supported by the public sector, it would be laughable to have facilities that are falling apart and then talk about building more," says Callan. "The state has a responsibility to provide access, not to provide convenience."

While governance issues are not directly addressed in "Shared Responsibility," Callan worries that community colleges are losing their ability to respond effectively to local education needs. "We need the colleges to be nimble, flexible, more innovative and to be very responsive to their communities. Yet, at a time when the state has become more diverse and complex, decision-making to some extent has become more centralized and more politicized and that worries me quite a bit in terms of dealing with the enrollment challenge we face.

"I also worry about leadership in the community colleges. I think there is prima facie evidence that there is a leadership crisis because

see Policy Center page 7

National Award to Southwestern College

An outstanding example of homegrown creativity that can serve as a model for all of us in better serving our students.

The Southwestern College Library received the EBSCO Community College Learning Resources Program Award for 1996 at a meeting of the Association of College and Research Libraries in New York City.

Charles R. Peguese, chairman of the EBSCO award board, complimented Southwestern College by saying its "college library orientation program is an outstanding example of homegrown creativity that can serve as a model for all of us in better serving our students."

Hitting upon the idea that most questions asked at the library's front desk are locational, William J. Alexander, dean of instructional resources, decided that a way students could be helped was through an interactive, multimedia program.

Alexander and his library colleagues created an informational "student-friendly " computer program. The project began in 1993 with a $9,000 grant from the state to help fund two programs. One, an informational, classroom style program that uses photo CDs for enhanced presentation and the other, an interactive, student orientation program.

Three years and 2,500 hours later, both programs are running smoothly. Classroom presentations are more interesting with the use of photo CDs, which are pictures that can be played back on either a computer or television screen.

The orientation program helps students find their way around a traditional college library. It is meant to be very user-friendly and enables lost students (who do not know how) to begin researching a certain topic.

Not only can students be taken on a tour of the library, but they can also be shown where to find the reference section, periodicals and even the nearest bathrooms.

"Now librarians can spend time answering students' more complex and puzzling questions without compromising their helpfulness," says Alexander.

The Library Public Relations Council also commended the development of a "bookmark" multimedia. The bookmark shown above is an expanded picture of the library's multimedia center on the front and contains useful phone numbers on the back. The message invites community residents to visit the college library and use the interactive video orientation.

(Visit this Display Session, Friday Nov. 22 at the Convention, see page 8.) ◆

Gospel Singers Record a CD

Four years ago, when Marvina Levy began teaching her Gospel Singing course at Riverside Community College, she had six students. But like a rousing gospel number, her class has created excitement and inspired others to join in.

Today , the group now numbers 55—ages "17 to retirees," according to Levy. The singers already have booked some impressive gigs, including a concert at Landis Auditorium that attracted more than 1,000 people and a performance to close out this year's Sunkist Orange Blossom Festival.

But the real high note of the singers' career took place last April, when the group boarded a bus to Artisans Studio in Hollywood to record a CD with six other Southern California colleges and universities. The group hopes to market the CD nationwide.

"We didn't expect all this; we're just going with the flow," says Levy, a Los Angeles area gospel singer and musician for several years before coming to RCC. "The (singers) are talking video. Anything is possible."

The CD idea came about through the Gospel Choir Fellow-

(Continued on page 7)

FALL 1996 MEETING CALENDAR • SEPTEMBER - JANUARY

ACBO

10/7-9/96 Fall Meeting, Palm Springs

ACCCA

10/17-18/96 Board Meeting, Los Angeles
10/31/96 Legislative & Finance Commission, Sacramento
1/16/97 Joint Mtg. Board/Leg. Finance, Sacramento

ACCT

10/9-12/96 Annual Convention, Miami Beach, FL
AIA
10/23/96 Board of Directors, Orange County
10/24-25/96 9th Annual Conference, Orange County
11/21/96 Board of Directors, Los Angeles

ASCCC

9/20-21/96 Executive Committee Meeting, Orange County
10/18-19/96 Executive Committee, Meeting, Sacramento
10/30/96 Session, Executive Committee, Orange County
10/31-29/96 Fall Session, Orange County
1/10-11/97 Executive Committee Meeting, San Francisco

BGCCC

9/12-13/96 Board Meeting, Sacramento
11/14-15/96 Board Meeting, Sacramento
1/8/97 Committee Meetings, Sacramento
1/9-10/97 Board Meeting, Sacramento

CACCRAO

11/7-8/96 Executive Board Meeting, Sacramento
11/7-8/96 Executive Board Meeting, Sacramento
2/27-28/97 Executive Board Meeting, TBD

CAIR

11/6-8/96 Annual Conference, Orange County

CalSACC

9/13-15/96 Presidential Summit, Sacramento
10/18-19/96 Policy Board Meeting, Sacramento
11/1-3/96 CCCSAA Conference, Sacramento
12/20-21/96 Policy Board Meeting, Sacramento

CCA/CTA/NEA

9/13-15/96 CCA Executive Board, San Francisco
10/4-6/96 Fall Council, San Francisco
10/25-27/96 CCA Executive Board, San Francisco
11/15-16/96 CCA Executive Board, San Francisco
1/24-25/97 CCA Executive Board, San Francisco

CCCAOE

10/21/96 Board Meeting, Long Beach

CCCAOE/ED>NET/CAVE

10/22-24/96 Federation of Conferences, Long Beach

CCCCA

10/23/96 Executive Council, Los Angeles
10/24-25/96 Annual Conference, Los Angeles

CCCF

10/10-12/96 CCC Quality Consortium Fall Symposium, San Francisco

CCPRO

9/27/96 Board Meeting, Chabot-Las Positas CCD
11/21/96 Board Meeting, CCLC Convention, Los Angeles
1/31/97 Board Meeting, TBD

CFIER

10/16 & 17 Annual Conference, Anaheim

CIO

9/18/96 Executive Board & AS/CIOs, Sacramento
9/19/96 Executive Board, Sacramento
10/23-25/96 Annual Conference, San Francisco
11/20/96 Executive Board & AS/CIOs, Sacramento
11/21/96 Executive Board, Sacramento

COCCC

9/19-20/96 Statewide CEO Meeting, Sacramento
9/19/96 Consultation Council, Sacramento
10/17/96 Consultation Council, Sacramento
11/21/96 Consultation Council, Sacramento
12/19/96 Consultation Council, Sacramento
1/16/97 Consultation Council, Sacramento

FALL 1996 MEETING CALENDAR • SEPTEMBER - JANUARY

Latina Leadership Network

9/14/96 Executive Board, North
10/12/96 Executive Board, South
1/11/97 Executive Board, North

League For Innovation

11/13-16/96 Annl. Conf. on Information Technology, Phoenix, AZ

The League

Annual Convention
11/21-23/96 ..... Doubltree Hotel, Los Angeles
Trustee Orientation Workshop
2/1/97 ..... Hyatt Regency, Sacramento
Annual Legislative Conference
2/2-3/97 ..... Hyatt Regency, Sacramento

Other Meetings

9/13 Advisory Committee on Legislation & Finance ..... Sacramento
9/27 ..... Trustee Educ. & Development ..... San Diego
10/16-18 ..... Commission on Athletics ..... Orange County
12/13 ..... Trustee Educ. & Development .... TBD (North)
1/22-24/97 . Commission on Athletics Meeting Sacramento

Board Meetings:

9/19 ..... CEOCCC Board of Directors ..... Sacramento
9/26 ..... CEOCCC Board of Directors ..... Sacramento
9/27-28 .. CCCT Board of Directors ..... San Diego
10/24 ..... CEOCCC Board of Directors ..... Sacramento
10/26 ..... League Board of Directors ..... Sacramento
11/21 ..... CEOCCC Board of Directors ..... Los Angeles
11/23 ..... CCCT Board of Directors ..... Los Angeles
1/30/97 .. CEOCCC Board of Directors ..... Sacramento
2/1/97 .... CCCT Board of Directors ..... Sacramento

A complete list of meetings can be found on the League's web site at **http://www.cerritos.edu/cclc**

STATE and NATIONAL ASSOCIATION CONTACTS

(NOTE: CCC = California Community Colleges)

AACC - American Assoc of Community Colleges
Pres, David Pierce, 202-728-0200

AAWCC - American Assoc of Women in Community Colleges
Region IX Director, Frances White, San Francisco CCD

ACBO - Assoc of Chief Business Officials
Pres, Roy Stutzman, Solano CCD

ACCCA - Assoc of Calif Community College Administrators
Office Manager, Susan Bray, 916-443-3559

ACCE - Assoc for Community and Continuing Education
Pres, Tom Travis, Napa Valley College, 707-253-3071

ACCJC - Accrediting Commission for Community & Junior Colleges
Executive Director, David B. Wolf, 707-569-9177

ACCT - Assoc of Community College Trustees
Pres, Ray Taylor, 202-775-4667

ACCTLA - Assoc of CA College Tutoring and Learning Assistance
Dean Mancina, Golden West College, 714-892-7711

AFT - AFT College Guild
Legis Rep, Charles E. Dirks, LA Mission, 818-361-6200

AIA - Assoc of Instructional Admin
Pres, Judy Markline, Allan Hancock College, 805-922-6966

APAHE - Asian Pacific Americans in Higher Ed
CC Chair, Audrey Yamagata-Noji, Rancho Santiago College, 714-564-6140

ASCCC - Academic Senate for the CCC
Pres, Janis Perry, Rancho Santiago College, 714-564-6984

BLACCC - Black Assoc of CA Community Colleges
Acting Pres, Venesse Metcalf, Modesto Junior College, 209-575-6094

CACCRAO - CA Assoc of CC Records & Admissions Ofcr
Pres, Elida Gonzales, 909-487-6752

CAIR - CA Assoc of Institutional Researchers
Pres, Robert Schwabe, 909-880-5052

CAPED - CA Assoc of Postsecondary Educators of the Disabled
Pres, Ronald Burdett, Ohlone College, 510-659-6272

CASBO - CA Assoc of School Bus Officials
Exec Dir, Ted Witt, 916-447-3783

CCA-CTA-NEA - CC Assoc-CA Tchrs Assoc-National Ed Assoc
Exec Dir, Rocky Barilla, 916-726-4207
Pres, Kathy Sproles, Hartnell College, 916-442-5895

CCC-CFT-AFT - CC Council-CA Fed of Tchrs-American Fed of Tchrs
Pres, Martin L. Hittelman, , 818-843-8226

CCCAAAA - CCC Assoc of Academic Advisors for Athletics
Pres, Evans Roderick, Mt San Antonio College, 714-594-5611

CCCAOE - CCC Association for Occupational Education
Pres, Michael G. Sullivan, DeAnza College, 408-864-8205

CCCC-SD - CCC Council for Staff Dev
Chair, Jo Sumner, Sierra College, 916-624-3333

CCCCA - CCC Counselors Assoc
Pres, Kathy Adams, Foothill College, 415-949-7777

CCCCS - CCC Classified Senate
Pres, Mary Thompson, Chaffey College, 909-941-2624

CCCCSSAA - CCC Chief Stdnt Serv Admin Assoc
Pres, Gilbert H. Stork, Cuesta College, 805-546-3100 X3116

CCCECE - CA Community College Early Childhood Educators
Pres, Jeri Lupton, Oxnard College, 805-986-5800 X1937

CCCF - CCC Foundation
Exec Dir, David Springett, 916-446-5881

CCCI - CCC Independents
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CCCREEC - CCC Real Estate Ed Cntr
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CCCSAA - CCC Stdnt Affrs Assoc
Pres, Valerie Vanegas, Golden West College, 714-892-7711

CCCSFAAA - CCC Stdnt Fin Aid Admin Assoc
Pres, Scott Thomason, Kings River College, 209-638-0312

CCEA - CA Cooperative Ed Assoc
Pres, Linda F. Johnson, Univ of the Pacific, 209-946-2011

CCENC - CC Educators of New Californians
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CCIA - Community College Internal Auditors
Pres, John Shaffer, Peralta CCD, 510-466-7352

CCID - Community Colleges for Intern'l Dev
Member, Kenneth Yglesias, State Center CCD, 209-226-0072
Member, Tom Crow, State Center CCD, 209-323-4595

CCIE - CA Colleges for Intern'l Ed
Pres, Rosalind Latiner Raby, Los Angeles CCD, 213-891-2282

CCL - Council of Chief Librarians
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CCMISC - CC MIS Consortium
Exec Dir, Don Price, 916-631-6387

CCPRO - CC Public Relations Ofcrs
Pres, Ann M. Garten, Coast CCD, 714-432-5012

CCUPCA - CA College & University Police Chiefs Assoc
Pres, Ted Romas, Irvine Valley College, 714-559-3234

CDL - Consortium for Distance Learning
Director, Jay Thompson, 916-565-0188

CEOCCC - CA Community College CEOs—
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CHRO-AAO - Chief Human Resources and Affirmative Action Officers
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CLACCC - CA Library Assoc Community College Chapter
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CMC3 - CA Math Council CC
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North Pres, Chris Burditt, Napa Valley College, 707-253-3151

CMLEA - CA Media & Library Educators Assoc
Pres, John McGinnis, Cerritos College, 415-692-2350

COA - Commission on Athletics
Commissioner, Joanne Fortunato, 916-444-1600

COAD-NPD - CA Org of Assoc Degree Nursing Program Directors
Pres, Donna Duell, Cabrillo College, 408-479-6237

CPEC - CA Postsecondary Ed Commission
Exec Dir, Warren Fox, , 916-445-7933

CSAC - CA Student Aid Commission
Exec Dir, Samuel M. Kipp III, 916-445-0880

CSEA - CA School Employees Assoc
Exec Dir, David Low, 916-444-0598

CalSACC - CA Student Assoc of Community Colleges
Pres, Marisa Alvarez, Santa Rosa JC, 707-577-9874

The College Board
Director, Raphael J. Magallan, 916-444-6262

ECCTYC - English Council of CA Two-Year Colleges
Pres, Robert Dees, Orange Coast College, 714-432-5716

ED>Net - Economic Development Network
Exec Dir, Jean Petty, 800-344-3812

EOP&SDA - Extended Opportunity Prog & Serv Directors Assoc
Pres, Ismael Gonzales, Foothill College, 415-949-7777

FACCC - Faculty Assoc of CA Community Colleges
Exec Dir, Patrick McCallum, 916-447-8555

HSA - Health Services Association
Pres, Patricia Smith, San Bernardino Valley College, 714-888-6511

ICC - Intersegmental Coordinating Council
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Board Member, Augie Gallego, San Diego CCD, 619-584-6957
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LARAZA - LaRaza Faculty Assoc of CCC
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Latina Leadership Network of CCC
Pres, Carol Justiniano, Los Angeles CCD, 213-891-2044

League for Innovation in the CC
Exec Dir, Terry O'Banion, 714-367-2884

LRACCC - Learning Resources Assoc of CCC
Pres, Ralph Steinke, De Anza College, 408-864-8318

NCCCCAA - N Calif CC Consortium for Affirm Action
Co-Chr, Art Cardoza, Merced College, 209-384-6000

NCCCF - Network of CCC Foundations
Pres, John Willis, San Diego City College, 619-230-2400

NCOE - National Council for Occupational Education
Rep, Gert Tipton, Cosumnes River College, 916-668-7329

NCSPOD - National Council for Staff Programs & Organizations
Coordinator, Natalie Margolis, 518-446-0367

NCWCA - Northern Calif Writing Centers Assoc
Pres, Pat Reed, American River College, 916-484-8117

NSSA - National Social Science Association
Exec Director, Jerry Baydo, 619-448-4709

PTK - Phi Theta Kappa
Executive Director, Rod A. Risley, 601-957-2241

RP Group - Research & Planning Group for CCC
Pres, Julie Slark, Rancho Santiago College, 714-564-6000

SCCCCAA - S Calif CC Consortium for Affirm Action
Vice Chr, Joaquin Hernandez, San Diego CCD, 619-584-6960

SEIU - Service Employees International Union-CSC
Legis Advocate, Allen Davenport, 916-442-3838

TCDA - CA CC Transfer Center Director's Association
Pres, Miki Mikolajczak, Saddleback College, 714-582-4572

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College Applications Via Cyberspace

When the application for admission was added to the Internet home pages for California's Las Positas College in May and Chabot College in June, the response from students was almost immediate.

"We haven't given this feature a lot of attention in public yet, but we still received about 20 applications right away," said Debbie Earney, the Las Positas admissions and records staff member in charge of Internet application at the Livermore college. "While we still enjoy the one-on-one contact with students when they come in to apply, this gives them a great new option in the admissions process."

The first applications received via e-mail for the fall semester at Las Positas demonstrated the reach of the Internet. They came from all of the Tri-Valley cities as well as more distant locales.

"The advantage of applying this way is that students avoid having to go to the local library of the college bookstore to pick up a schedule, fill out the application and mail it, or bring it in to the college," Barto said.

The application is located on the "Getting In" section of the Las Positas home page and in the "Entrance Requirements" section of the Chabot Web site. The prospective student fills out the application and sends it via e-mail to the college.

Because of state legal requirements, the application is held by Earney or Barto until the applicant prints out, signs and mails in a signature page which attests to the accuracy of the information provided.

"When we match the signature page with the e-mail, the process is complete," Earney said. "Then the student is entered into the computer system and mailed a packet of information that gives them access to our other new feature, telephone registration."

Gospel Singers

(Continued from page 6)

ship, a regional network of college gospel groups. Each college performed one original piece (RCC's was called "Being Confident," composed by Marvina and Gospel Singers musicians) and contributed to a mass number with several hundred gospel students form UCLA, Cal Poly Pomona, Biola, UC Santa Barbara, Loyola Marymount, and Cerritos. Cerritos and RCC were the only community college participants.

"We are multicultural - African - American, Caucasian, Asian, Hispanic, Samoan ...to have different ages, different cultures come together to make music makes a beautiful and unique sound."

The singers organized car washes in Moreno Valley and Perris to raise the $500 needed for a charter bus and expenses. ◆

Policy Center

(Continued from page 5)

there has been so much turnover at the CEO level. We really need leaders who can work with the faculty, board and community to address the issues, and I don't think people are going to accomplish that staying in the job just two or three years."

Callan puts some of the blame on the state and some on local districts. "The state has put too much emphasis on how decisions have to be made and who has to be involved. The attempt to impose a bureaucratic and political model of shared governance for all campuses and districts has had mixed results."

Community college faculty, administrators, trustees and students must "find common ground within their own ranks" to deal with the enrollment challenge the colleges will face in the early 21st Century. "The message they should all hear is that what's good for education is what's good for the public, not necessarily what's good for one particular campus constituency or another." ◆

"It Takes An Entire College..."
1996 League Annual Convention

This year's theme simply and eloquently describes what community colleges are all about: that it takes all departments, all staff members, and the community to ensure student success. The theme is intended to draw our attention to how important is this interaction in creating a learning environment, a place where students can shape and pursue their dreams and aspirations.

Keynote speakers and convention sessions have been selected to meet known interests, but also to pique your curiosity about new trends, innovations, and ideas.

There are obvious reasons not to miss the League's convention, and we've even offered some cost comparisons to convince you of the value of attending. But the real bottom line is our students. They are why we care so much about the quality of what we do, and why we are always seeking ways to improve their educational experience.

And, last but not least, all the information you could want about the convention is available on the League's Web page (http://cerritos.edu/cclc). The latest information about any program changes will be posted there as soon as they are available.

Join your colleagues at this year's Convention—we're sure it's a program you'll like!

Speakers:

Actor/Activist Edward James Olmos to Open Convention

Actor, director, producer, and community leader, **Edward James Olmos**, will address the convention's opening banquet. His presentation "We Are All in the Same Gang" will emphasize the strength that comes from working together for better communities, and understanding our common heritage.

Certainly best known for his acting, Mr. Olmos has been referred to as America's most visible spokesman for the Hispanic community. He approaches his humanitarian work and community with the same dedication and discipline as his acting.

Perhaps best known for his role as Lt. Castillo on *Miami Vice* and as Jaime Escalante from *Stand and Deliver*, Olmos acted and made his directorial debut in *American Me*, a story that takes a stark look at the life of a Hispanic American family in East Los Angeles.

The story is especially relevant to today's world of gangs, guns, drugs, and riots, says Olmos, one of the first public figures to take to the streets following the Rodney King riots, giving his time to help clean up the fire-bombed neighborhoods.

On screen or in person, Olmos delivers the same message: self-discipline and determination can overcome even the most daunting obstacles. To thousands of Hispanic-American young people across the country, Olmos represents a role model who survived the barrio and succeeded on his own terms, making his own choices.

In 1992, he was honored as a Distinguished Alumnus of the California community colleges, having graduated from East Los Angeles College.

Dr. Walter Bumphus, chair of the American Association of Community Colleges, will keynote Friday's luncheon session. As chair of AACC, he leads the association in encouraging efforts to broaden the use of technology to improve access to learning, and to increase collaborative partnership with business and other segments of the community.

During his 19-year tenure in student development, he served as a consultant to the US Department of Education for 10 years and consulted at over 100 community colleges. An ardent supporter of student services, he believes that the function is more important now than in the past largely because of diversity. While diversity adds a richness to our campuses, he says, it also provides challenges both in and out of the classroom.

Dr. Bumphus is president of Brookhaven College in Dallas, Texas, which is well known for outstanding service to students and its efforts in creating learning communities.

Joan Steinau Lester is director of the Equity Institute, a company that helps public and private organizations address diversity issues. She is a newspaper columnist and business commentator for *Marketplace* on National Public Radio. Author of *The Future of White Men and Other Diversity Dilemmas*, her most recent book is *Taking Charge: Every Woman's Action Guide to Personal, Political, and Professional Success*. (It

see Speakers, page 9

Convention Program

Special Forum: Scanning the Environment

Every year, one of the most popular events is an issues forum where people can gather to talk about the critical topics of the year for community colleges. This year's forum will focus on issues related to equity and diversity, workforce development, and growth. State leaders in educational policy will stimulate thinking and help ensure that community colleges are able to respond to the demands of the future.

Breakout Session Strands

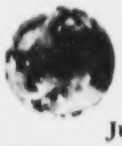
The concurrent sessions are arranged into the following strands, making it easy for everyone to find what interests them.

Teaching and Learning

The six sessions in this strand are designed for teachers, administrators, staff, and trustees concerned about learning and the classroom. They will highlight

see Convention Program, page 12

Preconference Workshops



Even If You're on the Right Track, You'll Get Run over If You Just Sit There: The Will Rogers View for Redesigning a California Community College.

The presentation will provide individuals with an overview of an institution wide change effort at Santa Barbara City College called Project Redesign—applying business process reengineering (BPR) methodology to change the college's core processes.

Marketing on the Web

Community colleges are entering the brave new world of the Internet and encountering exciting opportunities to better serve our students. However, there are just as many challenges and this workshop will explore the remarkable possibilities in meeting them.

Identifying and Developing Learning Communities at Your College

Today's community colleges are focusing on learning and building communities. This workshop furthers both themes by combining them—creating learning communities. Much more than "paired" or team-taught courses, this will be a dialogue on the wide range of learning communities that you already have and can enhance, as well as those that you can create.

In Search of the Perfect Program: Classified Staff Development

The first part of this session highlights exciting staff development models from several community colleges. The second part of the seminar involves participants in a brainstorming session: "If you could have the perfect program, what would it be?"

Speakers

(Continued from page 8)

will be available at the convention during a book signing.)

Dr. Lester's address at Saturday's breakfast will be about realizing the dream of making inclusivity and diversity work at a time when budgets are tight and affirmative action is being questioned. The next step in valuing diversity, she says, is to acknowledge who we are in all of our multi-layered complexity. Language and the way it is used greatly affect the way individuals and groups view each other.

Dr. Eric Olson, founder of Transition Resources International, will close the convention at lunch on Saturday, November 23. Dr. Olson works with administration and college constituencies to develop strategic thinking, plan restructuring, and re-energize decision-making. Results include significant cost savings, consensus and buy-in for new opportunities, action plan follow-through, and improved teamwork.

Dr. Olson grew up in Asia, and his work reflects the holistic approach found in Asian culture, as well as the values of long-term thinking, balance, and focus. He teaches in the Business and Management extension schools at UCLA and UC, Irvine. ◆

Appointments

The Peralta Community College District Board of Trustees has named **Wise E. Allen** president of Merritt College.

Allen had served as interim president for the last two years. He brings an extensive history at the Peralta Colleges to his new position, dating back to 1972 when he was a Laney College instructor until more recently when he served as vice chancellor of educational services.

Allen is a graduate of San Francisco State University where he received a bachelor's degree in social welfare and sociology. He went on to receive his master's degree in clinical social work from Howard University and, his doctorate in social and clinical psychology at The Wright Institute.

He is a licensed clinical psychologist.

Kamiran (Kim) Badrkhan is the new superintendent president of Sequoias CCD. He has been affiliated with Long Beach City College since 1986, having served as vice president of academic affairs since 1993. While at Long Beach, he also served as dean of instruction and associate dean, occupational programs.

Badrkhan earned his Ph.D. in Educational Administration at the Claremont Graduate School, an M.A. in Instructional Technology from CSU, Los Angeles, a B.A. in Philosophy and a B.A. in Industrial Studies form CSU, Los Angeles, and an A.A. in General Education from LA City College.

An active participant in Long Beach's Private Industry Council, Badrkhan also served on the Industry Education Council, School-to-Work Work Team, Partnership Education Committee, Major's Task Force on Education and member of the Board of Youth and Board of Education for his church and its affiliated school.

The Trustees of San Jose Evergreen CCD have appointed **Geraldine Evans** to serve as the district's Chancellor.

George Melendez, SJECCD board vice president, announced that "Dr. Evans brings a wealth of experience to our district. I look forward to working with her to achieve our mission, serving our students and our community."

Evans has been executive director for Illinois Community College Board since 1994. Prior to this, she was chancellor of Minnesota Community College System in St.Paul, and president of Rochester Community College in Rochester, Minnesota.

She received a bachelor's degree in Social Studies Education, a master's degree in Educational Psychology with an emphasis in practicum in counseling, and a doctorate in Educational Administration with a collateral field from the School of Business all from the University of Minnesota.

Margaret A. Gratton, a community college educator and leader for many years in the state of Oregon, is the new president at Orange Coast College. She's the seventh president in the college's 49-year history—and the first woman to occupy the post.

Gratton joined the Mt. Hood Community College faculty in 1968 as a composition and literature instructor. In 1985 she became an associate dean of humanities and , three years later, was named assistant to the president. Last year she served as the college's acting dean of instruction. She is a frequent speaker at regional and national education conferences addressing such topics as leadership, personal and professional development and organizational effectiveness.

Gratton earned B.A. and M.A. degrees in English from the University of Portland, and a master of science degree from Pepperdine University in organization development.

The Ventura board has named **Judith Valles** as interim president of Oxnard College after restarting the search for a permanent president.

Valles, former president of Golden West College and now a trustee of the San Bernardino district, began at Oxnard the end of July and will serve until an expected hire is made early next year.

Governor Names Three to Board of Governors

Thomas F. Kranz, of Los Angeles, an attorney, is president of Kranz Scott Group, Incorporated, a corporate and communications consulting firm, where he has worked since 1993. Kranz has served as associate director of the Federal Emergency Management Agency in Washington, D.C., appointed by President George Bush) from 1990 to 1992. He also served as special assistant to

see Governor Names Three, page 11

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Course Numbering

(Continued from page 2)

and, therefore, should be handled by the statewide Academic Senate.

The senate acted quickly this past Spring to create the SB 150 Task Force, which was directed to develop recommendations for implementation and report findings back to the senate executive board. The task force was made up of faculty, students, chief instructional officers and a chief student services officer representative. Jean Montenegro, an instructor at Imperial Valley College and treasurer of the senate, served as chair.

The task force held four meetings between April and June and, according to Vice Chancellor Rita Cepeda, who represented the Chancellor's Office, the group "managed to rise above" the past differences between students and faculty and "produce a good report."

The report, says Montenegro, recommended that CAN be expanded "to all possible courses within a college curriculum that are transferable to CSU and UC." Pilot projects would be implemented to expand the number of disciplines and courses covered by CAN. The recommendations also called for an intra-segmental faculty-to-faculty symposium to investigate problems associated with transfer.

Says Montenegro, "We felt that rather than creating another numbering system, expanding CAN would be the way to go. A third numbering system would only confuse students more."

Ed Myers, the dean of student services at West Valley College and a member of the task force, says the concept of a common course numbering system is "a good one because it can help students smooth the transition from one community college to another or to a four-year school." The challenge in the future will be "to get the universities on board."

But first, admits Myers, the community colleges "need to get our house in order." Myers points to his own district as an example of the problem around the state. West Valley College has 62 courses qualified for a CAN number while its sister college, Mission, has 37.

The recommendations call for an intra-segmental faculty-to-faculty symposium to investigate problems associated with transfer.

The Academic Senate's final recommendation calls for $180,000 for study and modification of the CAN system but for the CAN system and the local college districts themselves to fund its expansion from existing budgets.

According to Cepeda of the Chancellor's Office, "For this to be implemented, ultimately the board will need to take action to find the money. Right now the Chancellor's Office has no discretionary funds—for this or any other program—that haven't already been committed."

Expanding CAN, says Stanback-Stroud, will enable students "to know more about what classes will articulate from one college to another." She credits CalSACC and the Board of Governors for pushing the issue to the point where this month the board will discuss taking the important next step.

The students, too, are pleased. Says Alvarez, "When the recommendations came from the Academic Senate to the Consultation Council we were pleased that they were very similar to those of the task force. If implemented, these recommendations should benefit students." ◆

Governor Names Three

(Continued from page 10)

President Bush and associate director of Presidential Personnel for National Security Affairs from 1989 to 1990.

Roger M. Schrimp, of Oakdale, a partner at Damrell, Nelson, Schrimp, Pallios and Ladine, has been practicing law since 1966. Schrimp is also the owner and operator of a 9,000-acre cattle ranch in Merced County. He is an organizer and chair of the Board of Directors of Oak Valley Community Bank in Stanislaus County, and has served as a member of both the Executive Committee and the Board of Trustees of the Oak Valley District Community Hospital Foundation since 1970. His wife , Delsie Schrimp is a trustee of the Yosemite CCD.

Rosemary E. Thakar, of San Francisco, is owner and partner of Mike Furniture, which is a small business based in San Francisco. Thaker is also founder, and former secretary and director of Thakar Aluminum Corporation, where she worked from 1987 to 1989. She is also past vice chair of the President's Advisory Board for San Francisco State University, where she served as liaison with community leaders in both the public and private sectors to enhance community awareness of the university.

Convention Program *(Continued from page 9)*

approaches to critical thinking, learning communities, learning styles, an exploration of future curricular and instructional changes, and implications of shifting to a learning paradigm.

Student Success

The student success strand will be of interest to all at the convention and highlights programs which increase access and retention, strategies for measuring and improving student success, and support to enhance student leadership.

Leadership and Planning

The six sessions in this strand range from reporting research on multicultural leadership styles, discussing the changing culture and expectations for community colleges in the future, designing strategic planning systems, planning for technology, and providing skills for establishing vision as well as managing the day-to-day demands of leadership.

Institutional Effectiveness

Program review, strategic enrollment growth and management, and marketing are topics covered in the institutional effectiveness strand. In addition, the new standards for accreditation, which emphasize institutional effectiveness, will be unveiled and discussed.

Classified Staff

The statewide Classified Senate is again sponsoring a series of sessions targeted to classified staff, and will hold the semi-annual business session of the Senate at the conference. In addition, there are sessions on classified staff recognition programs and shared governance models.

Collaboration and Partnerships

Partnerships enable people to be more effective than they could be alone. This strand highlights collaborative efforts in workforce training, facilities planning, technology development, conflict resolution, and joint programs with community agencies.

Administrative, Fiscal and Legal

This strand will be of interest to all administrators, trustees, and faculty and staff leaders. Cost management models, new sources of and paradigms for funding, legal issues, statewide information systems, campus safety, and ethical issues will be explored in a series of seven sessions.

You Get a Lot of Convention for Your Money

The League strives to provide a quality educational experience at a good value for California's community colleges. At $290 ($265 for a team) including five meals, our Annual Convention registration rates are among the lowest of the major conferences, and include more meals than all of those listed below!

1995 AAHE Non-member	$330	1996 NCSPOD	$345
1996 AACC	$415	1996 ACCT	$442
1996 NISOD	$325		

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Enrollment Up Around the State as Districts Use New Funds to Serve Student Needs

October was declared "Enrollment Development Month" in the Marin Community College District by Superintendent-President James Middleton. Campus staff held a forum to discuss plans for strengthening enrollment and the implication of increased enrollment on the college's budget. Says Vice President Dona Boatright, "We're trying to get everybody on campus involved in setting enrollment goals for the district."

Enrollment growth is an important and popular topic of discussion as well at the 70 other California community college districts. With the 1996-97 state budget providing districts with $63 million for enrollment growth, the districts have a strong educational and financial incentive to build enrollment this semester and next.

"A lot of colleges around the state have had significant unmet student demand," explains Rocky Young, vice president of academic and student affairs at Santa Monica College and chair this year of the chief instructional officers association.

"Colleges had to cut back on core curriculum during the past several years because of reductions in state support and increased fees," he explains. "We were left with no choice. We all went through a reduction in size while, at the same time, there was an increase in student demand. What you're seeing around the state now is more sections being offered to meet the demand of students who have for years been banging on our doors."

At Santa Monica, for example, the percentage of full-time equivalent students (FTES) is

see Enrollment Up page 3

Complex Funding Formula Challenges District Planning

The formula for determining how much growth money a particular district is eligible to receive is complicated but the answer to how a district can get that money is easy: increase student enrollment.

According to Roger Merle, the fiscal allocations specialist in the Chancellor's Office, there is $63 million in state funding for enrollment growth plus another $44 million in funding for new centers and facilities.

For purposes of distributing the $63 million in growth money, each of the 71 districts has been assigned a growth rate determined by a four-page formula that is generally based on adult population changes, high school graduation rates, unemployment and underserved areas. The growth rates range from 1.21 to 14.3 percent. Thirteen districts have growth rates ranging from 1.21 to 1.49, 39 have growth rates from 1.50 to 4.0 and 19 have growth rates from 4.1 to 14.3.

Each district has been assigned a growth rate determined by a four page formula.

Forty-eight districts also will receive funds from the $44 million allocated for new cen-

see Funding Formula page 11

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Enrollment Innovations Help Districts Serve Targeted Student Groups

Two districts. Two enrollment challenges. Two creative approaches to meeting the needs of students.

- **Weekend College**
- **Off-setting growth goals**

Two districts. Two enrollment challenges. Two creative approaches to meeting the needs of students.

"We're a bedroom community for the San Fernando Valley and parts of Los Angeles," says Carter Doran, vice president of instruction and student services at College of the Canyons in Santa Clarita. "A lot of our local residents drive into the valley or Los Angeles to work and then return late to the Santa Clarita Valley."

A lot of those same residents weren't attending community college, explains Doran. So, this fall, the district opened a Weekend College to attract and serve those hard working, commuting residents.

The college offered 20 classes, meeting from 9 a.m. to noon and 12:30 to 3:30 p.m. Sections included English, history, art, business, economics, psychology and Spanish. The response, reports Doran, has been tremendous, with 501 students enrolled.

Many of the Weekend College students, research shows, are new to the campus. In Fall 1995, 31.5 percent of College of the Canyons' students were first-time students. The percentage of first-time students enrolled in Weekend College is 54.3. The Saturday classes also are attracting greater percentages of minorities, females and students age 19 or below than do regular Fall classes.

"We think it's been a huge success," says Doran, describing enrollment in the Saturday classes as a genuine community response." The college plans to expand the program to 40 classes in the spring.

Expanding the program for local residents is also the goal Chancellor Jeanne Atherton has in mind with a plan that will limit enrollment growth at one of the two colleges in the Grossmont-Cuyamaca CCD.

Grossmont College, a large, well-established campus, is located in the west side of the district while the much smaller Cuyamaca College is in the east. In order to help Cuyamaca grow, the board of trustees, Atherton explains, has put a four-year cap on enrollment growth at Grossmont.

"We want to make Cuyamaca economically and educationally self-sufficient, which means being able to offer a full array of academic courses."

The goal is for Cuyamaca to grow between five and eight percent a year while capping Grossmont, which normally would grow about four percent, to 1.5 percent. Cuyamaca will offer more sections, including new general education courses.

The strategy, says Atherton, will "give the east side of the county more educational choices. They'll be able to get a full program at Cuyamaca without having to transfer to Grossmont. And as we add full-time faculty at Cuyamaca (currently 75 percent of faculty are part-time), the quality of the program will improve. And finally, as it grows, Cuyamaca will be able to financially support its own programs and services, which it can't do now."

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Enrollment Up *Continued from page 1*

up 4 percent, says Young, "exactly as we planned." As the following sample of fall enrollment figures indicates, many districts are in a similar position to both Marin and Santa Monica: Putting a major emphasis on enrollment and getting the results they had hoped for.

Merced College With headcount (the number of actual students) up 4.2 percent and FTES (the figure the state uses to calculate funding) up 6.1 percent, the college has benefited, says Allan Grimsby, vice president, student services, from "heavy marketing and recruitment started last spring to position ourselves for available growth dollars."

The college, reports Grimsby, is attracting younger students in greater numbers. "That reflects our efforts to recruit in high schools and maintain positive relations with high school teachers and counselors." The college has increased sections in transfer English and math classes and is offering classes now on Saturday. "We call it Saturday College. It's an effort to reach out to working adults who can't come to campus on weekday nights."

San Bernardino CCD The district will be adding 400 additional sections this spring at Crafton Hills College and San Bernardino Valley College, says Chancellor Stuart Bundy. The colleges are hiring new full-time faculty, buying new computers and spending money to improve student access and success. "A couple of years ago," Bundy comments, "we were asking, 'Whom shall we serve?' Now we can open the doors. Isn't that an amazing turnaround?"

Glendale College Headcount is up five percent and FTES up two percent, reports Gary Parker, dean of admissions. Like many colleges that had declining enrollments since 1991, this year Glendale has been able to "put back enough sections in the schedule to turn it around. Offering more courses in high demand areas has helped." The college targeted students with undergraduate degrees who had dropped out when the state initiated the $50 per unit differential fee by sending out a mass mailing to those students this summer.

Palo Verde College Enrollment at this small, rural college near the Arizona border may be up as much as six percent, says President Don Averill. He believes the district will reach its state-approved growth rate of 14.1 percent. "It's a bit misleading in that 14 percent is only 100 FTES for a college our size," Averill explains. "But I hope to actually exceed it. We're putting together a very aggressive recruiting campaign for the spring." He also hopes to recruit more students from southwestern Arizona that live closer to his campus than they do to any Arizona community college.

Los Angeles CCD The district has a state assigned growth rate of 1.79 percent for the year and expects to reach that figure, says Victoria Richart, interim vice chancellor for educational services. Headcount is up about two percent and FTES up about one percent this semester. Each of the colleges has headcounts in credit courses close to last year's figures except Mission, which is up 11.8 percent. "Our goal is to grow six percent," says Richart. "We have very aggressive plans for the spring semester, something we haven't done in the past. The earthquake really hurt us. A huge number of people moved out of the district. When the economy began to recover and people began moving back in, we thought students would just come back. But they didn't. Now we are in a more aggressive mode in addressing the needs of students, particularly working adults."

"What you're seeing around the state now is more sections being offered to meet the demand of students who have for years been banging on our doors."

The colleges will be conducting internal and external assessment of student needs and targeting special populations for courses and special weekend classes. She also expects more classes to be offered between the regular semesters. "We're very confident that spring enrollment will speak loudly to these efforts."

Mt. San Jacinto College Wally Upper, vice president, administration and finance, predicts the college could grow 40 percent for 1996-97. The college, which has a growth rate of 8.17 percent for the year, serves west Riverside County, among the fastest growing regions in the state. "There are thousands of new homes under construction every day in our district," say Upper.

Mt. San Jacinto, which for years has been under an enrollment cap, will open three new centers this year in Lake Elsinore, Temecula, and Idyllwild. It will add new classes, develop new programs, offer courses between semesters, and hire 15 new faculty. Its Saturday classes at its San Jacinto and Menifee campuses are already full. "What this

(Continued on page 4)

Enrollment Up *continued from page 3*

funding means is that previously unserved students will be able to attend college. This college is like a speed boat. We can maneuver well in this environment."

Many districts are...putting a major emphasis on enrollment and getting the results they had hoped for.

College of Marin While Mt. San Jacinto serves the fast growing Riverside County, College of Marin serves the County of Marin, projected by state officials to grow at the slowest rate of any county in California over the next fifteen years. This semester, says Pamila Mize, dean of enrollment services, headcount is up four percent and WSCH (weekly student contact hours) is about even.

The college, says Dona Boatright, is taking a close look at two particular groups: degree-holding students who dropped out when the differential fee was instituted and students who take credit English as a second language (ESL) classes. For the BA students, the college is carefully analyzing the classes offered for this group and how it markets those classes. "You have to be sure your program offers what they want. One way to do that is to understand what they took when they were enrolled," explains Boatright. A majority of these students take computer information systems, physical education, art, Spanish, music, biology, dance and early childhood education. In the spring, "we will work to be sure there is course availability in these areas to meet that need."

The college is also studying the needs of ESL students. "From an enrollment growth point of view," says Boatright, "that's a population that is growing in the county and we want to serve it."

Delta College The number of units students are taking is up 30 percent, reports Vice President Phil Laughlin,, while headcount is up about six percent. He says the college expects to reach its growth rate of 2.69 percent.

West Hills College After anticipating an enrollment jump of 10 percent, the college was hit with a 22 percent increase in headcount., reports Barbara Hioco, assistant superintendent of instruction. "Phenomenal," she says. "A pleasant surprise." The growth, she says, came as a result of an aggressive marketing campaign. "We made a conscious effort to develop cooperate

(continued on next page)

Heading for the Hills, the Valley, and the Empire

The Sierra foothills, the San Joaquin Valley and the Inland Empire are likely to see huge increases in population over the next 15 years, according to projections from the State Department of Finance.

Of the projected nineteen fastest growing counties, six are located in the San Joaquin Valley, five in the Sierra foothills and two—San Bernardino and Riverside—in the Inland Empire. All are expected to increase their current population by more than 50 percent by the year 2010. (The entire state is expected to grow by 32 percent in the next 15 years.)

The five fastest growing counties are expected to be Calaveras (116%), Del Norte (76.8%), Riverside (75.6%), Amador (72.1%) and Kern (68.3%). The only counties expected to grow by single digit percentages are Sierra (9.1%), San Francisco (4.0%) and Marin (2.8%).

Below is a county-by-county list of population projections. The list was developed by the finance department's demographic research unit.

COUNTY	1995 POPULATION	2010 POPULATION (PROJECTED)	% INCREASE
ALAMEDA	1,347,700	1,561,900	15.9
ALPINE	1,170	1,700	45.3
AMADOR	32,600	56,100	72.1
BUTTE	196,100	269,600	37.5
CALAVERAS	36,950	78,200	116.4
COLUSA	17,850	26,400	47.9
CONTRA COSTA	867,300	1,096,300	26.4
DEL NORTE	27,600	48,800	76.8
EL DORADO	144,200	220,800	53.1
FRESNO	754,100	1,237,400	64.1
GLENN	26,600	38,400	44.4
HUMBOLDT	124,500	152,100	22.2
IMPERIAL	137,400	183,000	33.2
INYO	18,450	24,100	30.6
KERN	616,700	1,037,700	68.3
KINGS	114,900	168,900	46.9

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programs with feeder high schools and use newspaper advertising." High school teachers, students and administrators were interviewed to determine their perceptions of education needs. The college also reinstated several athletic programs, including football, baseball and soccer.

Additional sections have been added to the class schedule and part-time faculty have been hired. Popular classes include administration of justice, vocational classes, English, math, and basic sciences. "It's gratifying to have the money now to meet the pent-up needs of the community," Hioco says.

Ventura CCCD Less than a week after the district opened a new center in Camarillo, classes were full, reports Chancellor Phil Westin. "We found a whole pocket of students who weren't taking advantage of the district's education opportunities," he says.

Headcount is up 12.4 percent, with Moorpark College and Ventura College up about 10 percent and Oxnard College up 20 percent. Centers in Santa Paula and Ojai are being expanded and the district is looking at Thousand Oaks as the site for a new center in the spring.

"We made a conscious effort to develop cooperate programs with feeder high schools and use newspaper advertising."

"We couldn't have done all this without this growth money," says Westin. "It allows us to offer classes that we know there is a pent-up demand for but haven't been able to afford in the past." The growth money also allows the district to upgrade computer labs and strengthen other student services and academic programs. "We have more flexibility with all our financial decisions," says Westin.

The district undertook an aggressive marketing program, sending out 7,000 cards to BA students who dropped out after the differential fee was implemented, advertising registration dates on cable television and offering telephone registration for the first time. With headcount at 28,928, the district is still below its 1991 level of 32,170. "There's still a lot of potential we haven't reached yet," says Westin. ◆

COUNTY	1995 POPULATION	2010 POPULATION (PROJECTED)	% INCREASE
LAKE	55,100	88,800	61.1
LASSEN	28,650	39,900	39.3
LOS ANGELES	9,352,200	11,441,900	22.3
MADERA	106,400	171,800	61.1
MARIN	238,900	245,500	2.8
MARIPOSA	15,900	24,900	62.9
MENDOCINO	84,300	116,700	38.4
MERCED	198,500	313,600	57.9
MODOC	10,050	13,000	29.4
MONO	10,550	15,300	45.0
MONTEREY	361,800	485,300	34.1
NAPA	117,800	139,900	18.8
NEVADA	86,600	139,500	61.1
ORANGE	2,614,800	3,104,100	18.7
PLACER	203,500	312,300	53.5
PLUMAS	20,500	24,900	21.5
RIVERSIDE	1,370,300	2,406,700	75.6
SACRAMENTO	1,117,700	1,579,300	41.3
SAN BENITO	42,650	66,500	55.9
SAN BERNARDINO	1,581,600	2,621,500	65.7
SAN DIEGO	2,669,200	3,476,100	30.2
SAN FRANCISCO	751,500	781,700	4.0
SAN JOAQUIN	524,600	778,400	48.4
SAN LUIS OBISPO	228,400	306,800	34.3
SAN MATEO	689,700	787,300	14.2
SANTA BARBARA	391,400	484,800	23.9
SANTA CLARA	1,603,300	1,839,700	14.7
SANTA CRUZ	241,500	291,800	20.8
SHASTA	160,900	231,600	44.6
SIERRA	3,390	3,700	9.1
SISKIYOU	44,650	55,700	24.7
SOLANO	370,500	557,400	50.4
SONOMA	419,500	534,300	27.4
STANISLAUS	413,800	670,000	61.9
SUTTER	73,800	124,100	68.2
TEHAMA	54,200	72,900	34.5
TRINITY	13,400	17,000	26.9
TULARE	349,800	521,200	48.9
TUOLUMNE	51,500	81,200	57.7
VENTURA	712,700	905,600	27.1
YOLO	150,800	237,800	57.7
YUBA	62,300	96,500	11.6
TOTAL	**32,062,760**	**42,408,400**	**32.3**

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Biotechnology Center to Serve 6 Districts

City College of San Francisco (CCSF) along with the its partners—Contra Costa College, Skyline College, De Anza College, Vista College and Solano College—will provide the necessary matching funds to a $150,000 grant from the Chancellor's Office of the California Community Colleges to establish a Northern California Biotechnology Center. Robert Manlove, dean of CCSF's School of Mathematics and science, will be the Center's director.

Another plus, is the opportunity for students and faculty to intern at biotechnology companies.

The Center, to be located on the CCSF campus, will facilitate biotechnology education and communication between firms engaged in biotechnology research and production and the faculty of the six Northern California community colleges which offer biotechnology programs. Those colleges serve geographic areas where there are numerous biotechnology companies or where large biotechnology complexes plan to locate and expand.

These six community colleges are dedicated to giving students the theoretical background as well as hands-on laboratory skills in chemistry and molecular biology to be an effective entry-level technician in the biotechnology industry. Typically, there is a certificate program in biotechnology with an option for students to earn an associate degree.

"Biotechnology has great potential to improve our food supply and to protect ourselves from disease," said Manlove. "Because the industry is changing so dramatically, it's tough to keep us with new developments. The new Center will ensure that the biotechnology programs of the six partner colleges have a direct link to industry leaders so that the education we're providing is relevant to industry needs." Another plus, said Manlove, is the opportunity for students and faculty to intern at biotechnology companies. That way students get the opportunity for hands-on, real-time laboratory experience, and faculty members maintain their knowledge of cutting edge techniques.

Marvin Bobes, Project Coordinator, noted, "The Center is in a position to respond to agencies and companies that use biotechnology." Specifically, he points to the California Department of Justice which has said it has a need for "technicians to assist in DNA analysis at forensic labs. The Center can encourage its partner colleges to respond to this special need, perhaps by designing a certificate program, and, of course, calling their students' attention to these career opportunities."

Mandatory Orientation Helps Students Succeed

An effort to help new students through mandatory orientation sessions initiated this summer appears to be paying off as record numbers of students attended sessions held during the summer.

"This summer we more than doubled the number of students who attend orientation," said Kay Ragan, Mt. SAC vice president of student services, from about 3,000 to 6,846 by the second week of August. Three to four sessions were held each day-morning, afternoon, and evening.

"The sessions are held to ensure student success in the selection of classes and to avoid overload by first-time students," said Ragan.

At the two-hour orientation sessions, students are given information on registration, test placement, class selection, school regulations, time management, vocational education programs and major, and transferring.

The new requirement for mandatory orientation applies not only to new students but also to students who may only want to take one course and students who are transferring from another college. However, students holding a degree are not required to attend.

The orientation sessions were given by counselors and faculty members who volunteered their time for evening sessions. The idea of instituting mandatory orientation was the brainstorm of counselors Wanda Fullbright Dennis and Randy Wilson and was supported by a resolution passed by Mt. SAC's Academic Senate.

Child Center Received National Accreditation

The Family Studies and Early Childhood Education program at College of the Canyons was recently granted accreditation by the National Association for the Education of Young Children (NAEYC).

It is the first lab school program in Southern California to be nationally accredited and is the first preschool in the Santa Clarita Valley to receive this status.

This prestigious recognition has been achieved by only 5 percent of early childhood programs nationwide-some 4,500 programs as of November 1995.

"It's with great pleasure that I announce the results of our accreditation process," said Joan Waller, director of the program.

NAEYC accreditation is a rigorous, voluntary process by which early childhood programs demonstrate that they consistently meet national standards of excellence. Child care centers, preschools, kindergartens, and before-and after-school programs are eligible to seek NAEYC accreditation. Approximately 8,000 programs are engaged in seeking accreditation.

Dianne Van Hook, superintendent-president of the college, praised the program saying, "I know that quality programs don't happen by accident. They are very purposeful and come as the result of a lot of hard work and extra effort on the part of those who are organizing the endeavor."

NAEYC accreditation is a rigorous... process by which [these] programs demonstrate that they consistently meet national standards of excellence.

The Child Development Center is in the Family Studies and Early Childhood Education Building at College of the Canyons. It provides several programs for children, including infant care, a Parent/Infant/Toddler program, preschool classes for children from 2 1/2 - 5 years old and a Foster Care Program. The center also has a free Preschool Expansion Grant program that provides five half-days-a-week of preschool for 3 to 4-year-old children from financially qualifying families.

While the Center is at College of the Canyons and provides early childhood education for young children, its fundamental purpose is to provide a lab school experience for college students seeking access to training and education so they can become qualified early childhood providers.

Naval Air Station Gives $300,000 CAD System

As part of a house-cleaning that ended with its closure last September, the Alameda Naval Air Station donated $300,000 worth of computer assisted design (CAD) equipment to Chabot College.

The equipment, which includes four complete Computervision CAD work stations, will be used in Chabot's first-ever "CAD Lab," part of a $2.6 million makeover of a Technology and Engineering classroom complex, Building 1600, which opened on the first day of the fall semester, Aug. 19.

"The great attraction of Chabot's Drafting Technology Program is that our instruction is state-of-the-art, using much of the same equipment as you see in large companies," said drafting instructor Gene Rockemann. "that's why we're excited about this gift. This CAD system is one of the top four manufactured in the world today."

Rockemann said the price of the donated 24-inch color monitors, disk drives, power supply, printer and related furniture was probably about $600,000 when it was new several years ago.

The equipment was used at the naval air station in aircraft maintenance and retrofitting that needed precise engineering, according to Alameda NAS spokesman Earl Celeda. He said the Base Realignment Commission with authorization from the President George Bush, set up the program for providing educational institutions with technology. Last spring, base officials contacted Chabot with the possibilty of a donation and Rockemann will finish installing the equipment this week.

"This gives us a total of 25 workstations so that we can offer four sections of CAD this fall to both beginning and advanced students," said Rockemann.

OCC Adds New Dimension to Earthquake Recording Capability

Over the past two years Orange Coast College has become "earthquake central" for Orange County. It is the only location in the county which directly records seismic events.

Orange Coast College geology professor, Erik Bender, stands in a new seven-foot-deep earthquake measurement vault on campus. The vault sits atop a 300-foot vertical shaft that contains a sensor at the bottom. The sensor is connected to one of the college's seven seismographs. OCC is the only agency that actively measures earthquakes within the borders of Orange County.

The college's first seismograph was installed two years ago and today, OCC has seven of the super-sensitive instruments in place. In September, the college planted a sensor for one of its seismic devices 300 feet below a shady knoll on campus, in the hard-packed Southern California adobe soil.

The system will allow Bender and his students to assess Orange County's earthquake vulnerability.

"We're the only agency that's actually reading what's going on, from a seismographic standpoint, in Orange County," says Erik Bender, geology professor. "The geology departments at Cal State Fullerton and Irvine Valley College have seismographs, but they're linked to Cal Tech sensors, via telephone lines, located in other areas of Southern California. We're reading what's actually going on directly beneath our feet."

OCC's six other seismographs are linked to sensors that have been placed around the Southland by the National Earthquake Center at the University of Southern California. Those sensors are located in the Santa Ana Mountains, Palos Verdes, Long Beach, a canyon in northern San Diego County, Catalina Island and at Mt. Wilson.

The sensors record seismic data 24 hours per day. "We're using them as teaching tools," Bender says. "In my beginning OCC geology classes students have an opportunity to learn exactly how seismographs work. I show them how to read the instruments, and how to determine the magnitude and epicenter of a quake.

"Because our students live in 'earthquake country,' they find this information extremely interesting and relevant. Many have said to me, 'Now I understand what Richter scale readings are all about. Everything makes sense.'"

The new sensor is now buried so deep that campus surface noise can't affect it as happens with other sensors. Bender was able to entomb the sensor at absolutely no cost to the college through a donation from Associated Concrete Products of Santa Ana.

"We can now detect earthquakes throughout the world," Bender says. "Anything in the 5.0 range on the Richter scale in Japan will register, and we can detect anything from a magnitude 1.0 and up in Southern California."

Bender isn't finished with upgrading and improving OCC's earthquake detection program. Beyond routine detection by seismograph, he'd like to take a far more technologically advanced step. He wants to get into satellite detection. That step can even include some rudimentary earthquake prognostication.

"It's a rather expensive system. We hope to land a National Science Foundation grant that would help us to defray costs."

Navy Grant to Sierra for Tech Training

A U.S. Navy-funded grant — worth an estimated $4.9 million over four years — will be used to establish a high-tech training program at Sierra College by year's end.

It will enable the college to teach electronics skills to about 200 students annually in a 20,000 square foot facility planned for a nearby development.

"This is primarily for people who are already employed who need to upgrade their skills," said Ken Romano, director of the college's Center for Applied Technologies.

"Our involvement is in technology transfer through electronics curriculum for small- and medium-sized businesses," said David Borofsky, administrator of the Navy program, which is designed to foster leading-edge training in electronics.

The program allows companies to develop curricula to upgrade skills that are needed—but typically aren't affordable—by smaller companies. Large companies, which usually do their own in-house training, are welcome.

Sierra won the grant because of its strong connections to many electronics companies in the region, large and small, said Borofsky.

The skills taught will include hand-soldering, circuit-board assembly, repair of printed wiring boards and quality inspections. Training will take place at the center or at the companies.

Mt. SAC Nursing Program Receives a Shot in the Arm

Mt. San Antonio College's Nursing Program recently received a much needed booster shot in the form of a more than $11,000 medical equipment donation from Brea Community Hospital.

The donation—over $11,000 worth of intravenous infusion pumps, IV poles, tubing, surgical equipment, and other medical equipment—is currently being used in the college's Health Occupations Skills Lab for the training of nurses.

"The equipment is going to be a valuable resource for the students to learn how to use the equipment they will later use as nurses," said Mt. SAC Nursing Program Assistant Director Noura Kassis.

The donation of medical equipment, however, is not the first encounter between the hospital and the college. Brea Community is one of several hospitals where Mt. SAC RN students receive their clinical nursing experience, including medical-surgical training, emergency room training, and critical care nursing experience.

"Brea Community Hospital has been very supportive of our Nursing Program," said Kassis.

Mt. SAC nursing students wasted no time in making use of the medical equipment recently donated by Brea Community Hospital. The hospital donated more then $11,000 in equipment, including IV pumps, IV poles, surgical equipment, tubing, and more.

Appointments

The new Chancellor of the Los Rios CCD is **Brice Harris**, who served as president of Fresno City College since 1991. While there, he is credited for implementing a student success program that has attracted national attention and for developing a highly effective staff development program.

Harris began his career teaching communications and theater at Penn Valley CC in Kansas City, Missouri where he went on to serve as associate dean of instructional services from 1980 to 1984. From 1984 until 1990, Harris served as assistant to the chancellor of the Metropolitan Community Colleges in Kansas City and was promoted to vice chancellor of institutional services in 1990.

He is active statewide in community college issues and represents community college presidents on the Rand study of delivery of higher education in California.

Harris received his Doctorate degree in Higher Education Administration from Nova Southeastern University in Florida in 1977. He holds an MA degree in Communication and Theater from the University of Arkansas and a BA degree in Communication and Theater from Southwestern Oklahoma State University.

Former California Community College Chancellor **David Mertes** has been appointed president of the International Community College (ICC). Mertes will provide leadership to create a worldwide network of community colleges and other agencies to serve rapidly expanding needs for alternative learning.

The International Community College is a nonprofit corporation governed by a board of directors that includes representatives from the League for Innovation in the Community College, Jones Education Networks (JEN), and Mind Extension University (ME/U). Its mission is to provide worldwide access to interactive educational programs ranging from basic skills to degree programs via the Internet, satellite, cable, and emerging technologies.

Thomas J. Nussbaum has been appointed by the Board of Governors as the new chancellor of the California Community Colleges. Nussbaum previously served as vice chancellor of legal affairs and general counsel before being named as acting chancellor earlier this year.

"The board has given me a wonderful opportunity and challenge," said Nussbaum, "to continue to provide stability and leadership during a critical time of transition for our system."

Nussbaum was a key representative in the development and implementation of AB 1725 and has extensive knowledge of state government over 19 years of working with the legislature, state control agencies, and the state budget process. He is the author of several publications, including *AB 1725: A Comprehensive Analysis* and *Evolving Community College Shared Governance to Better Serve the Public Interest*.

Jerry W. Young, superintendent president of Chaffey CCD, has been elected president of the American Association of University Administrators (AAUA), a national organization open to any administrator in an accredited college, university, or other post-secondary institution. Young is the first community college president in the nation to assume the post since the organization was established in 1970. Before becoming president of AAUA, he served as the chair of its Administrator Development Committee, vice president, and program chair for the National Assembly.

Awards

George Boggs, Superintendent-President of Palomar CCD has received the Association of Community College Trustees (ACCT) 1996 "Marie Y. Martin Chief Executive Officer Award."

In presenting the award, Boggs was recognized for mentoring aspiring community college leaders, serving in numerous positions of state and national leadership, and guiding Palomar College in developing its highly respected shared governance structure, its Vision Statement, its staff development program and its planning processes.

It was also pointed out that he has garnered strong community support and nurtured partnerships that have enabled Palomar

College to provide additional facilities and services to its students. He is in demand as an author and speaker on issues related to community colleges.

Due to the his efforts and the support of the governing board, Palomar College was recently described by Terry O'Bannion, executive director of the League for Innovation in the Community College, in the *Community College Journal* as one of three "flagship" community colleges in the country.

Retirements

Don Singer will retire as president of San Bernardino Valley College in July 1997. Singer, the 9th president in the 70 year history of SBVC, has been president since 1990. Before that, he was president of SBVC's sister campus, Crafton Hills College for eight years.

Singer has spent a 38-year career in education. When asked to reflect upon the achievements during his tenure as president, Singer said he is proud of the staff he hired. "During my presidency we have done a much better job in hiring to meet the needs of our community—both geographically and ethnically. I am also proud of our curriculum. We have developed coursework that gives our students the skills to transfer to a four-year institution," he said. "And, I am most proud of having the privilege to be the president of both colleges in the district."

When in retirement, Singer plans to stay active with community college education.

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Funding Formula

ters and facilities.

The growth money budgeted this year for the colleges will allow the state, explains Merle, to "fully fund" the growth rate for this year plus an additional increase based on unfunded growth from last year. 28 districts will receive these funds and a "bonus" of .21 percent in growth funding for all 71 districts.

The 23 districts with no funding for new centers and facilities will receive their growth money from the $63 million growth allocation, according to their growth rate.

The 48 districts that have money allocated for new centers and facilities will have their enrollment growth funds actually come

Continued on page 12

Programs — continued

Purple Rain at Saddleback

The water that now flows through those purple pipes to the sprinkler heads keeping the campus landscape green is also "greening up" the Saddleback College coffer. For the past couple of years, the college and Moulton Niguel water District have been retrofitting the campus' irrigation system for the use of reclaimed water. The project was completed in June and reclaimed water now "rains" on about half of Saddleback's 200 acres. Thus far the savings on the college's combined water-sewer bill has been about $7,000. The annual savings is expected to be around $60,000.

The reclaimed water project is just one of several cost-cutting measures undertaken recently by John Ozurovich and the Maintenance and Operations staff. By consolidating all the gas meters into one, the college has been able to contract with the gas company for a lower rate — reducing the annual bill by approximately $90,000. And, the installation of energy-efficient motors, chillers, and pumps for the Math-Science and Library buildings, Central Plant, and swimming pool are helping reduce the college's yearly electric bill by $100,000.

LB Long Beach City College — Superintendent-President

The Board of Trustees of the Long Beach Community College District invites applications and nominations from interested candidates for the position of Superintendent-President. The Superintendent-President is the chief executive officer of the district and reports to an elected five-member Board of Trustees.

Application Information:
The Profile brochure which contains details about Long Beach City College and the application instructions should be requested by contacting:

Pamela Axup, Presidential Search Liaison, P.O. Box 8429, Long Beach, CA 90808-0429, (310) 938-4393. All inquiries, nominations and applications will be held in the strictest confidence.

Long Beach City College is an equal opportunity, affirmative action institution and does not discriminate on the basis of race, religious creed, color, national origin, ancestry, gender, sexual orientation, age (over 40), or obligations to the National Guard or Reserve forces of the United States.

For Further Information:
Dr. Alfred Fernandez, ACCT Search Consultant, Long Beach Community College District, P.O. Box 8429, Long Beach, CA 90808-0429, (805) 650-2546.

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Funding Formula

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first out of their allocation for centers and facilities. If their student growth exceeds the amount equal to their centers and facilities funding, they will then be able to tap into the money set aside for their district from the $63 million growth funding.

Merle anticipates some districts won't grow to their growth cap and that money will be available to other districts who exceed their cap. "If there is money left over, we'll increase the growth rate for all districts until all growth is funded or all the dollars are fully utilized," says Merle.

Rocky Young, the vice president of student and academic affairs at Santa Monica College and chair of the statewide chief instructional officers organization, believes the money will go to all 71 districts. "What I'm hearing from my colleagues is they are all gong to make their growth allocation. There's just too much demand for the districts not to get growth money."

Wally Upper, the vice president of administration and finance at fast-growing Mt. San Jacinto College, has a different perspective on the issue. "There is so much growth money we don't think the system can grow that much in one year. And if it doesn't, it will be reallocated to those districts that can. We know there are 10 districts that are declining and 20 to 30 that won't grow."

Chuck McIntyre, director of research in the Chancellor's Office, reports preliminary enrollment figures show headcount is up approximately three to four percent (40,000 to 50,000 students) and FTES 3.3 percent from a year ago. He said it's possible that spring enrollment, which is traditionally smaller, could actually equal or exceed fall enrollment, "depending on how people are proceeding with their expansion plans."

According to Merle, the $63 million in growth funding and $11 million for new centers and facilities will fund 4.19 percent in statewide FTES growth for 1996-97. ◆

1997

COMMUNITY COLLEGE DIRECTORY

The 1997 directory is at the typesetters and we expect to mail it in mid-December. The price remains $15. All orders received now will be filled with the 1997 edition.

Remaining 1996 directories will be available (at no cost) while supplies last at the League's Annual Convention, Nov. 21-23 at the Doubletree Hotel, Los Angeles Airport.

The NEWS is published bimonthly for the members and friends of the

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THE NEWS

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

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Trustee Elections Reveal Wide Range of Issues Affecting Local Districts

From high tech to campus parking, local issues dominated the debates during November's elections for seats on California's community college boards of trustees. Raising an alphabet soup of concerns, priorities and positions, both incumbents and challengers ran active campaigns promoting their visions for their districts. Following is a summary of ***The News'*** annual post-election survey of some of the races.

Fremont-Newark

For the first time in 15 years, the district had an open seat with no incumbent. Nick Nardolillo, owner of a local direct marketing and advertising firm, defeated four other challengers. "I out-campaigned everyone," says Nardolillo, who walked precincts, put up signs, mailed campaign literature and did newspaper interviews. His primary issues? "Expanding the parking area on campus and tightening up on the budget process."

Grossmont-Cuyamaca

Challenger Tim Caruthers defeated incumbent Victor Calderon, 47% to 46%. "The faculty was not happy with the present administration," says Caruthers, a chiropractor. "And they were not happy with the incumbent." He also feels his support for

see Trustee Elections page 3

Mixed Results for Local District Bond Measures

Voters asked to help fund construction of new facilities at two districts and pay to maintain existing campuses at a third gave thumbs up to one and thumbs down to two.

The Peralta, Contra Costa and Los Angeles community college districts each put bond measures on last November's ballot. Only the Peralta district was successful.

Peralta's Measure A passed with an impressive 78 percent of the vote and will provide the district with $8 million in bonds to build a permanent facility for its smallest campus, Vista College in Berkeley. The measure also gave the district permission to sell $7 million more in bonds from its successful 1992 $50 million measure. That money will be used for the new campus as well.

Vista College has been in the news in recent months after a group of Berkeley residents joined forces with residents of Emeryville and Albany in the north end of the district to de-annex from the district. The residents complained the district was not giving adequate resources to support Vista.

"I was surprised it won, especially by such a large margin," says Trustee Susan Duncan, who represents parts of Berkeley on the Peralta board. The measure needed 66.7

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January-February, 1997

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Former President Scott is now Assemblyman Scott

When Jack Scott, the former president of Pasadena City College, was considering running for the California Assembly, he turned to an old friend for advice.

"I called (Kern CCD Chancellor) Jim Young, who had run unsuccessfully for the State Senate several years ago, and asked him what he thought. I thought he would urge me not to try but he did just the opposite," Scott remembers. "He said I should. If good people refuse to run, he said, who do we leave the Assembly to?"

"[I thought] I could be a voice for public education and make a contribution to public policy."

Scott took Young's and many other friends and supporters' advice and ran—and won—a seat in the California Assembly. After a distinguished career in the California community colleges, he begins a two-year term representing Assembly District 41, which includes the cities of Pasadena, Sunland, Altadena and San Marino.

Scott joins four former community college trustees and a Cerritos College instructor as members of the 1997 California legislature. The former trustees include Assemblyman Joe Baca (San Bernardino CCD), Assemblywoman Denise Ducheny (San Diego CCD), Assemblyman Wally Knox (Los Angeles CCD), and Senator Hilda Solis (Rio Hondo CCD). Sally Havice, an instructor in the liberal arts department at Cerritos, has taken a leave of absence to represent Los Angeles in the Assembly.

A Democrat, Scott said he was approached by members of the community to run soon after he announced his plans to retire from PCC. Even though he faced the daunting challenge of opposing two-term Republican incumbent Bill Hoge for an Assembly seat that had been in GOP hands since 1912, Scott decided to take the plunge into elected politics. "I felt I could be a voice for public education and make a contribution to public policy."

His eight years as superintendent-president of PCC helped him win the race, he believes. "People knew me as president of the college. My campaign literature pointed to our accomplishments. As a result, I got a lot of support from people who liked what we had done at PCC." He also got support from people who liked the idea of sending an educator to Sacramento. "Education is one of the top two or three issues in the state. I think people responded to my experience and vision."

The campaign was a tough one. "There were distortions of my positions on issues, and fund raising is tough but overall it was a positive experience. I enjoyed most meeting a lot of good and interesting people."

Asked about the similarities between being a community college president and running for the Assembly, Scott cited two examples. "Certainly my organizational skills helped. I knew something about organizing an effort. I also knew how to work with a variety of constituencies. You have to be able to build a disparate coalition to win."

Scott says he looks forward to his new career in elected office. "It's exciting. It's not a life I pictured for myself a couple years ago. But I'm looking forward to bringing to the Assembly a lot of information about community colleges." ◆

COLUMBIA COLLEGE

President

The Board of Trustees and the Chancellor of the Yosemite Community College District invite applications and nominations for the position of President of Columbia College. The President reports to the Chancellor of the District.

All inquiries, nominations and applications will be held in the strictest confidence. The Yosemite Community College District is an equal opportunity, affirmative action institution and does not discriminate on the basis of race, color, gender, religion, age, national origin, disability or marital status. Applications from all persons interested in the position are encouraged.

For confidential telephone inquiries about the position, contact. **Dr. Alfred P. Fernandez, ACCT Search Consultant, Telephone: 805/650-2546; or Ms. Venesse Metcalf, Presidential Search Liaison, Telephone: 209/575-6900.**

An ACCT Search

District Bond Measures

Continued from page 1

percent to win. "While we trustees did speak out in favor, there really wasn't a well organized campaign."

Howard Purdue, director of admissions, records and marketing at the district, said the campaign effort totaled less than $5,000. "There were some signs and a few newspaper ads but I think the key was that it had no opposition." Purdue also believes the fact the measure benefits Vista College "satisfied the needs and demands of people in the district who would otherwise argue with each other."

Duncan put it another way. "Passage of the measure shows the whole district wants Vista to have a facility that meets the educational and technological needs of students, faculty and staff."

The Contra Costa district, located east of Peralta, also needed 66.7 percent to pass its $145 million bond measure but came up just short with 65.5 percent voting "yes." The money would have been used to make improvements to the district's three campuses and its major education center.

"We feel very good about the support we got," says Chancellor Charles Spence. "We were strong in parts of the district that are served by one of our colleges. We fell short in the fast growing parts of the district that have large numbers of new residents."

Supporters of the district ran an active campaign, spending approximately $50,000, reports spokesman Grant Cooke. District leaders spoke in all the communities and passage of the measure was endorsed by the major newspapers and even the Contra Costa Taxpayers Association.

"We were probably hurt by the fact there was a very intense congressional campaign in our area," says Cooke. "It made it difficult to get our message heard above the roar of the noise."

There was plenty of debate on Proposition AA in the Los Angeles CCD, which received 48 percent of the vote. The measure, if passed by a simple majority of voters, would have given the board of trustees the go-ahead to raise property taxes an average of $12 a year per single family home and thus raise $205 million for capital improvements, lighting, maintenance and landscaping projects at the nine L.A. campuses.

Most area newspapers, including the *Los Angeles Times*, and several taxpayer groups opposed the measure, reports Bonnie James, vice chancellor of operations. The property tax increase was originally approved by the board of trustees as part of a specially created landscape and lighting district. But community groups protested the action and the board rescinded its vote and put the measure on the ballot as an advisory vote, says James.

We have a tremendous need to upgrade and maintain our facilities. . . The need is still there and will continue to present a major challenge for this district.

The district did not mount an active campaign in support of the measure. "We have a tremendous need to upgrade and maintain our facilities," reports the vice chancellor. "The need is still there and will continue to present a major challenge for this district." ◆

Trustee Elections

Continued from page 1

Prop. 209 helped his campaign. "I believe you should hire the most qualified person and not on a buddy system or for any other reason." Caruthers spent $8,600 on the campaign, most of the money coming from personal funds. He believes another important factor in his election was the support of his patients. "I've treated thousands of local residents over the years. A lot ended up voting for me."

Kern

Harvey Hall was the top vote-getter in a 10-person race for the seat being vacated by M. Glenn Bultman, a 36-year veteran of the college board. Hall, owner and founder of a local ambulance service, said the board's action this year to establish a maintenance assessment district to raise $20 million in new taxes for facility needs was an issue during the campaign. "People thought residents should be given a chance to vote on any new taxes," he said.

Hall thinks he won for two reasons. "First, I ran a very active campaign...I personally sent out 1,500 letters asking for support." He also researched traffic patterns in the district and put signs up at the 20 most heavily traveled intersections. "Second, voters were supportive of bringing a

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Trustee Elections

(Continued from page 3)

business approach to managing the district. I will work to make the colleges more customer friendly."

Lassen

In June 1996, the Accrediting Commission for Community and Junior Colleges put the college on probation. In November, three incumbents ran for re-election but only one lost.

Bob Pyle, the challenger who beat the losing incumbent, is a long-time school board member and former Lassen College student. He says he thought all three incumbents would lose because of the probation problem. "But if that was true, the other incumbents would have lost so I'm honestly not sure why I won." He says his goal is to help get the college off probation and to fill the current vacancy in the president's office.

Ruth Yockem, the trustee who lost her seat, says the college's probation status wasn't a major issue in the community until State Senator Tim Leslie introduced legislation to consolidate the November 1996 and November 1998 elections for the college board seats into one election this coming March. "Nobody would have run against me if he hadn't raised the issue." Yockem concedes she also lost because her opponent is "a very popular farmer in a farming community." Yockem believes being put on probation will help the college in the long-run. "It's really pulled the college together. There are a lot of good people there. Even without me."

Los Rios

Kay Albiani is one of three newly elected trustees to the Sacramento district board. A local businesswoman, Albiani defeated

1996 Trustee Election Results

District	Elected	Newly Elected	Did Not Run	Defeated
Allan Hancock	Walt Rosebrock (U) Robert Grogan (U) Richard Jacoby (U)			
Butte	Louis Cecchi Bill Wesley Brown Allan Forbe Bill McGinnis			
Cabrillo	Rebecca Garcia (U) Marla Henry (U) John Laird (U) Katy Stonebloom (U) Claudine Wildman (U)			
Chabot-Las Positas	Arnulfo Cedillo (U) Alison Lewis (U) Barry L. Schrader (U)	Lynn Carstensen	Elva Cooper	
Coast	Paul G. Berger Armando R. Ruiz	Jerry Patterson	Nancy A. Pollard	
Contra Costa	William M. Corey (U)	Kristine L. Chase	William P. Moses	
Feather River	Irene Burkey (U) Micki Cullen (U) William E. Elliott (U) John Sheehan (U)	Robert M. Tewksbury		Frances J. Roudebush
Fremont-Newark	Dan Archer (U) Richard Brunton	Nick Nardolillo	Gloria Villasana Fuerness	
Gavilan	Robert Bouchard (U) Herb Peckham (U) Laura Perry (U) Timoteo L. Vasquez (A)		Gabriel Reyes	
Grossmont-Cuyamaca	Ronald D. Kraft	Timothy L. Caruthers		Victor M. Calderon
Kern	Rose Marie Bans Sylvia H. Cattani	Harvey Hall	M. Glenn Bultmann	
Lassen	Irene Trout Virginia K. Eagle David R. Bradshaw (A)	Robert F. Pyle		Ruth B. Yochem
Long Beach (April)	Katherine F. Aschieris (U) Trudy Polsky (U)	Dianne McNinch-Collins Patricia Lofland Darwin Thorpe	William G. Midington Judith Olmsted Powell E. Gerrie Schipske	
Los Rios	Nancy Davenport (U)	Kay Albiani Terry Cochran Ruth Scribner	David K. Marty	Fred A. Dawkins Davis Campbell
Merced	Lew Braxton	Robert Haden Jinet Troost	Margaret Randolph	Jim Dumas
MiraCosta	Jean Moreno (U) Gloria Carranza Carolyn Batiste			
Napa Valley	Margaret Lee (U) Sandra Ericson (U)	Thomas Andrews	Kenneth Larsen	
North Orange	Cynthia P. Coad Leonard Lahtinen Molly McClanahan Nancy M. Rice	Donna Miller	Chris Loumakis	
Palomar	Barbara L. Hughes Ralph G. Jensen Rita A. White			
Peralta	Susan Duncan Lynn Baranco (U) Thomas Brougham Amey Stone (U)			

1996 Trustee Election Results

District	Elected	Newly Elected	Did Not Run	Defeated
Rancho Santiago	Brian E. Conley (U) Michael Ortell (U) Enriqueta Ramos (U)	Lisa Woolery Phil Yarbrough	Tom Saenz Shirley Ralston	
Redwoods CCD (1998)				
Saddleback	Steven Frogue John S. Williams	Dorothy Fortune David Lang	Harriett S. Walther	Lee W. Rhodes
San Diego	Evonne Schulze	Ken Moser	Fred Colby	
San Francisco	James H. Mayo, II Rodel E. Rodis Robert Varni	Natalie Berg	Maria Monet	
San Joaquin Delta	Anthony Bugarin (U) Dan S. Parises (U)	Leo P. Burke Greg McCreary	Joan Matthews	Christine P. Thiltgen
San Jose-Evergreen	George Melendez (U) Richard K. Tanaka (U) Kenneth E. Yeager (U)	Nancy Pyle	Sue Ferdig	
San Luis Obispo		Gaye L. Galvan Dolores T. Lacey Per C. Mathiesen	M. Ellen Harper Frances J. Reynolds	Willard S. Osibin
Santa Barbara	Joan Livingston (U) Eli Luria (U) Luis Villegas (U)			
Santa Monica	Ilona Jo Katz Patrick Nicholson Annette Shamey			
Sequoias		Ken Crandall Devin Nunes	Ned F. Baker	Robert A. Lyman
Sierra	James F. Bush Sally A. Robison			
Siskiyou	Dorris Wood Robert Rice Bill Rowe			
Solano	Frederick B. Young Bill Thurston (U)	Theresa Nutt		Douglas J. Ford
Sonoma	Richard W. Call Carole Ellis W. Terry Lindley			
Southwestern	Jerry J. Griffith (U) Judy Schulenberg (U)			
State Center	H. Ron Feaver Phillip J. Forhan Patrick E. Patterson William J. Smith			
Ventura	Allan W. Jacobs (U)	Robert S. Gonzales	Timothy D. Hirschberg	
West Kern	Ray Hatch (U) Charles Scott (U)			
West Valley-Mission	Joy Atkins Phil Stokes	Chris Constantin	Karin Dowdy	
Yosemite	Grant Bare	Tom Hallinan Sal Morales Abe Rojas	Robert J. Cardoza Joanna Doerksen	Brice Draper
Yuba	Dorothy Leathers (U) Julie Struckmeyer	Susan Nicoletti		Fred Mathews
U = unopposed A = appointed				

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incumbent Fred Dawkins in a race she says was very positive. "I ran on my record of community service," says the former school board member and California School Boards Association president.

She believes voters are concerned about maintaining access to the colleges and how the colleges are going to help people get off welfare. Her first priority as a new trustee, she says, will be to work with Chancellor Brice Harris to raise the visibility of the district in the community.

Merced

Incumbent Lew Braxton defeated his challenger, 4,368 to 4,236. "The faculty association supported my opponent, a local junior high teacher and CTA official," reports Braxton, who was endorsed by the major papers. "There were a lot of accusations made by my opponent about the college, myself and the president that weren't true. I won because I've lived in the community for 35 years and have been very active."

North Orange

Cynthia Coad won a second term on the board, she says, by promoting many of the same issues she ran on four years ago: "Too much bureaucracy, too few teachers and too few classes."

Coad and all the winning candidates were supported by the CTA, the United Faculty and the CSEA. She believes all the board's

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Media Technology Academy to Open

Santa Monica College will open a satellite academy specializing in media technology in the heart of the city's growing entertainment industry district. The Stewart Street site, now occupied by the Gemological Institute of America, was purchased for $8.5 million with money from the college's capital improvement fund.

A partnership of Glendale and Santa Monica colleges and 17 studios and entertainment companies helped create the program and will play an active role in its development by offering speakers, internships and mentors.

"I really think this is a model for how education can work, not just for the entertainment industry, but for all fields," said college president, Piedad Robertson.

Glendale will work jointly with Santa Monica in curriculum development and determining the needs of industry. "Glendale will focus on technical animation and animation drawing (CGI)," said Ken Patton, dean of vocational education. Warners has already begun training Glendale staff in animation.

Academy classes will begin in Fall 1997 with courses in computer animation, interactive computer game development, theme park design and services, and production management. Graduates will receive an associate of arts degree after completing the academy, which has been dubbed "the Launchpad."

Leaders in the industry heralded the college's expansion, citing difficulty in finding workers familiar with technological developments. "The number of schools across the nation that offer good education in digital technology can be counted on the fingers of one hand," said Barry Armour, head of technical directors at the Bay Area-based Industrial Light and Magic.

Armour said he and others have to go out of the state, and sometimes out of the country, to fill their openings. The company's computer graphics staff includes people from 30 countries. "I'd rather the international factor be a matter of choice, not necessity; of talent, rather than skill," Armour said.

Entertainment leaders said they hope their collaboration with Santa Monica and Glendale colleges will produce a local work pool than can segue into industry jobs. ◆

54,000+ Hours of Worksite Training Provided by Joblink Lab

The National Workplace Literacy Project, also known as the "JobLink Lab," has released a progress report showing that the JobLink students have received more than 54,000 hours of worksite training in an effort to improve their literacy skills and advance their careers.

The report indicates that from January 1995 through September 1996, students have received 54,544 hours of worksite training, with the average participant spending 29 hours to acquire the needed skills. The study also reveals that of the students polled, nearly 75% learned the skills they need to succeed.

In addition to the JobLink Lab, two satellite locations exist, along with libraries which have been established at 14 area companies, creating support systems for continuous learning. In an effort to involve company supervisors in the project, 212 supervisors from 11 companies have participated in JobLink activities designed to help them support learners in their worksites. The JobLink Lab has established e-mail connections between five partner libraries and the JobLink Lab, and a distance learning program which allows students to learn from their home or worksite.

"The companies we work with are telling us that as a result of the training we provide at JobLink, their employees are more productive members of the team, and are much more active in problem solving," said grant program director Karen Klammer. "We are also noticing an increase in the number of employees receiving promotions as a result of the new skills they are acquiring at JobLink," she stated. The JobLink Lab is the result of a federal grant totaling $3.4 million from the Department of Education's National Workplace Literacy Program, authorized by the Adult Education Act. ◆

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Cuesta Named 'Best-in-Class'

Cuesta College has been named "Best-in-Class" in the 1996 California Quality Awards program sponsored by the California Council for Quality & Service (CCQS)—the first quality competitions in California based exclusively on the Malcolm Baldrige National Quality criteria.

Winner of a Silver Medal Eureka Award for Quality and Service Excellence, Cuesta is the first college to be recognized by CCQS since the award program's inception in 1994.

The prestigious Eureka Awards recognize outstanding private companies, government agencies, and non-profit institutions for continuous improvement in quality and customer service. CCQS encourages other organizations to see award winners as learning resources and role models in these areas.

"We are pleased and honored that CCQS has recognized what we at Cuesta have known for a long time: that the college puts its students and community first," said Cuesta president Grace N. Mitchell. "We work hard to continuously improve, to take a look at what we do and how we do it, setting standards along the way. Cuesta's faculty and staff deserve this kind of statewide recognition. This is an honor that we must continue to earn, however," she said "by continuing to work hard and listen to the needs of our students and members of the communities we serve—things I believe we do very well."

The category honoring educational institutions was added to the award program last year. Cuesta was reviewed in the following areas: leadership, information and analysis, strategic planning, human resource development and results and customer focus and satisfaction. The college must agree to abide by CCQS guidelines and standards in order to qualify and maintain its award certification status for the coming year. ◆

Meetings and Organization Contacts Information

The meetings, events and organization contacts normally included in this issue are now available on the League's Web site **(http://www.cerritos.edu)**. If you do not have access to the internet and would like meeting information, please call and we will be happy to fax or mail it.

If you would like to have your organization's events calendared on the League's Web Site, please e-mail information to Trische Robertson at *trische@ix.netcom.com* or call Lois Lewis at the League Office 916-444-8641.

Discount Air Fares Available for Meetings

For travel between January 1, 1997 and December 15, 1997, you may take advantage of the League's Travel Plan to receive discounted air fares. You or your travel agent may use the following:

United and United Express: Contact the United Convention Desk at (800) 521-4041 and use CCLC Code #513DW

Experiments Teach About River Biology

Beyond the dense forest of green tules and underneath the thick layer of hyacinths, a whole other habitat exists. The Sacramento-San Joaquin Delta is inhabited by many species of plants, birds, fish and other wildlife that most of us never take the time to appreciate.

Students and teachers from Los Medanos, Diablo Valley and Contra Costa colleges, and CSU, Hayward boarded a big blue boat—looking much like the "Minnow" in "Gilligan's Island"—and worked at stations set up around the boat designed so students could interact with the delta. They performed experiments to test water temperature, salt content, tides, wind, and water clarity.

Sponsored by Pacific Gas and Electric (PG&E), naturalists and instructors took a group of students on a biological cruise aboard the "Superfish" to introduce them to the history and geography of the delta and present the natural history of fauna and flora (animals and plants). "We have a strong sense of responsibility and we recognize that the delta is such a major water source. If we don't have a delta, the power plants won't survive," said Barry Wills from PG&E. ◆

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CCSF Trains Chinese Airline Mechanics

United Airlines has joined forces with City College of San Francisco (CCSF) in launching a historic training program of significant importance to international airline carriers and their passengers. This collaborative effort marks the first time that an American public education institution of higher learning has signed a contract with businesses both in China and the United States to provide training in China.

This project addresses a serious shortage of certified FAA mechanics in China. The purpose of the four-week intensive training program, taught by certified CCSF instructors, is to upgrade the aircraft maintenance skills of mechanics in China thus making them eligible to take the FAA licensing examination.

This is the first project to be endorsed and supported by Chinese and American regulatory agencies (CAAC and the FAA) and the cities of Shanghai and San Francisco. In addition to being financed by a Chinese and a United States airline, it is supported by several American airline suppliers to promote international airline safety standards. The program is the foundation of a long term solution for Chinese airline maintenance operations to become a fundamental part of US carriers' technical handling network in support of operations in China.

The first graduating class of 20 Chinese national mechanics completed the airframe and powerplant skills training this summer with the graduation celebration in November in Shanghai.

Chancellor Del M. Anderson of City College of San Francisco views this strategic partnership with United Airlines as a realization of her commitment to promoting international education and creating opportunities for the college to meet the training needs of US companies doing business overseas. ◆

Technology Initiative Launched

Irvine Valley College has launched a 30-month Technology Initiative to substantially enhance network services for students, faculty, staff, and community members.

The Initiative is being funded by $6 million in certificates of participation taken out by the Saddleback Community College District to fund technology enhancements at both IVC and Saddleback College. The project includes several phases: network cabling, software selection, electronics acquisition and installation, and purchase of personal computers and accessories.

The network will link 500 faculty, student, administration, and classified desktop computers at IVC to a central computer mainframe, according to Dr. Peter Morrison, SCCD Technology Initiative Project Leader. The network will provide an Internet and e-mail connection, a suite of word processing and spreadsheet software, a World Wide Web browser, and a local area network connection to Saddleback College and SCCD servers.

Faculty will be able to access the latest educational software through the network, and bring the information to students in the classroom. For example, anatomy instructors use ADAM, an inter active CD ROM illustrating the human body (recently donated to IVC from the Irvine Health Foundation). The instructor could access the network software located in the Library instead of using software installed on a personal computer. Software programs developed for specific faculty use could be accessed on the network, Morrison added.

The SCCD has also signed a $700,000 agreement with Buzzeo Inc. for development of software to integrate fiscal, human resources and instructional computing functions, such as payroll, billing, student records, and curriculum management. IVC and SCCD officials are optimistic that this network and software package will be a model for other community college districts in California and the nation.

The next step will be to acquire the servers, switching mechanisms and other electronics that will link the personal computers to IVC and District computing hubs. The final phase of the Initiative will be the purchase of new computers for students, faculty and staff.

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Trustee Elections

(Continued from page 5)

incumbents won re-election "because voters are pleased with how we've managed things since the county bankruptcy." Her priority for next year will be "to determine what is a fair and equitable salary increase and how to fund the purchase of much needed instructional equipment."

Peralta

The controversy over the future of Vista College in this four-college district was a factor in her otherwise easy re-election bid, says trustee Susan Duncan. Vista, located in Berkeley, has been the subject of a de-annexation move by residents of the area who believe the district is not providing sufficient financial support to the campus. According to Duncan, "Vista makes the district $2 million more than it is given to spend." Both she and Tom Brougham represent Berkeley and parts of Oakland and both were easily re-elected despite allegations by their opponents they were part of the de-annexation movement. She says the controversy should fade after district voters approved a ballot measure providing bond funding for a permanent Vista campus.

Rancho Santiago

Phil Yarbrough, a real estate broker, won election promising to "control the budget process." A part-time teacher of economics in the district, Yarbrough says he conducted a comprehensive campaign, including walking precincts, mailing literature to high propensity voters, running ads in local papers and submitting a "strong" ballot statement. Despite running against an opponent who had the endorsement of the faculty union, Yarbrough garnered 48 percent of the vote in a three-person race. He says his top priorities as a new trustee will be to ensure the district offers both strong adult education and transfer programs.

Saddleback

Incumbent John Williams won a second term on the board while incumbent Lee Rhodes lost his bid for a second term in this Orange County district that had four seats up for election.

According to Williams, his challenger and he disagreed over issues related to budget priorities. She wanted to reduce benefits to employees and was opposed to the district's technology initiatives, he says. "The technology initiatives are an absolutely smart thing to do because we can't provide them with 1970's technology if we plan to prepare our students for the 21st century."

Williams and two of the three other winning candidates were endorsed by the faculty association. Rhodes, a former Saddleback College instructor, did not receive the endorsement of the faculty this election after being elected four years ago with its support. "I angered some people in the faculty," he says. "They wanted me to vote to terminate a particular administrator and I refused."

He and three other candidates (one of whom, David Lang, won) were the target of campaign literature from the teacher's union PAC which claimed the candidates supported spending district funds to pay for health insurance for homosexual couples working for the district. The mailer, says Rhodes, was sent to all Republicans in the district. "It was completely fabricated. The issue of insurance for gay couples never came up in a board meeting."

San Francisco

The newest member on the board has actually been associated with the district for 30 years. Natalie Berg, dean of one of the college's community centers, was the top vote-getter in an at-large election in which she and three incumbents won.

Berg, who spent $45,000 on her campaign, is chair of the San Francisco Democratic Party and was endorsed by nearly every political club in the city as well as two of the three major papers. She said the most interesting aspect of the campaign was standing at BART stations from 7 to 8:30 in the morning handing out literature. "It was kind of fun talking to people."

The new trustee has resigned from her management position and says her goal now is to help the district "balance the needs of people requiring job training with those seeking to transfer. We have to be expeditious and cost-effective in order to serve all our students."

San Jose-Evergreen

After 25-years as a K-8 teacher and administrator, Nancy Pyle won a seat on the board with 71.4 percent of the vote. Three incumbents ran unopposed.

Improving the district's financial status, addressing facility needs and increasing district visibility

see Trustee Elections page 11

Appointments

The Commission on Athletics has named **Paul Lanning** the new associate commissioner of athletics. Lanning, former associate athletic director at Fullerton College, will oversee the state championship tournaments and football bowl games for California's 106 community college athletic system.

Lanning also will be active in seeking improved corporate sponsorship of community college athletics and the state tournaments. He will represent the Commission at various conference meetings and interpret the COA Athletic Code.

At Fullerton since August 1994, Lanning was responsible for the marketing and publicity efforts of the athletic department as well as management of athletic events and fundraising efforts. He also chaired the Fullerton College Marketing Outreach Committee which plans and implements the college's short- and long-range marketing and recruitment objectives.

Lanning is an honors graduate of UC San Diego with a BA in political science. He earned his MS in sport management from the University of Massachusetts, Amherst.

Alice S. Petrossian, has been elected by her colleagues to serve as president of the California Community College Board of Governors. Appointed to a six-year term on the board by Governor Wilson in 1992, she served as board vice president in 1996.

Director of Special Projects Intercultural Education for the Glendale Unified School District, Petrossian has served as chairwoman of the Board's Legislation Committee, and as vice chairwoman of the Executive Committee. She has received numerous awards during her career, including a Distinguished Educator Award in 1995 from the CSU, Los Angeles School of Education. The new board president earned her master's and bachelor's degrees from CSU, Los Angeles, and her teaching credentials form CSU, Los Angeles and CSU, Hayward. She is also a Ph.D. candidate at the University of Southern California.

"This is a new era for the community college system in California," said Petrossian. "We have a new chancellor, Tom Nussbaum, a new board president, and new Board of Governors members who will complement the sustaining members. We will work more closely with legislators and staff at the Governor's Office to ensure success for both our system and our state as we head toward a new century. It is my hope that this will continue to be a time of fiscal stability in which we can hold the line on student fees while continuing to provide the resources necessary to sustain a quality system of higher education."

Robert A. Alleborn of Newport Beach was elected vice president of the Board of Governors, Philip E. del Campo of San Diego was elected California Postsecondary Education Commission (CPEC) representative, and John W. Rice of Palo Alto was selected as the CPEC alternate.

Retirements

A woman who came to San Mateo County 40 years ago with the goal to "work in education" will retire next June from her post as chancellor of one of the largest and most respected community college districts in the state. **Lois A. Callahan**, chancellor of the San Mateo County CCD for the past five years, has announced her retirement effective June 30, 1997. District Board President Tom Constantino said that district trustees accepted news of the impending retirement with sadness and regret and noted that Dr. Callahan's legacy of service will long be remembered within the district, the county and the state. ◆

President
OXNARD COLLEGE

The Board of Trustees and the Chancellor of the Ventura County Community College District invite applications and nominations for the position of President of Oxnard College. The President provides leadership and advocacy for the college, is responsible and directly accountable for all college operations and is a district team member on the Chancellor's cabinet.

Application Procedures:
The Profile Brochure which contains details on Oxnard College, the preferred qualifications, and application procedures should be requested by contacting: **Sue Smee, Search Liaison, Association of Community College Trustees (ACCT), 1740 "N" Street, NW, Washington, DC 20036, Telephone: 202/775-4667; FAX: 202/223-1297.**

All inquiries, nominations and applications will be held in strictest confidence. The Ventura County Community College District is an equal opportunity institution and does not discriminate on the basis of race, color, gender, religion, age, national origin, disability, marital status, sexual orientation, or Vietnam-era veteran status. Applications from all persons interested in the position are encouraged.

For additional information contact ***Dr. Alfred P. Fernandez, ACCT Search Consultant, Telephone 805/650-2546.***

- AN ACCT SEARCH -

Trustee Elections

(Continued from page 9)

were her main campaign themes, she says. Having run for city council the year before, Pyle knew how to run a comprehensive campaign. For this election she walked precincts, mailed flyers, conducted fund raising events and had a telephone bank sponsored by the AFL-CIO.

Pyle spent $7,000, with $1,750 coming from the district's faculty association.

San Luis Obispo

Whether you lived in the south part of San Luis Obispo County or the north was an important factor in the election, says newly elected trustee Dolores Lacey. The local newspaper in Paso Robles endorsed the three candidates from the north, stating: "Beyond their qualifications, we should vote for them because they live in and care about this community."

"There is a lot of resentment from students who have to drive 45 minutes south to San Luis Obispo to go to the college," says Lacey, who served on the local school district board for 20 years. Twenty-five percent of the college's students come from the north. She and others have joined with the college in the past year to raise $2 million to establish a college center in Paso Robles. A site has been selected.

Lacey, a resident of Paso Robles, says there hadn't been an elected representative from the north end of the district on the board since 1981. Now there are two. Gaye Galvan, a resident of Atascadero, also won. Willard Osbin of Paso Robles, appointed to the board two years ago, lost to Per "Mat" Mathiesen from San Luis Obispo in the south.

Santa Monica

Voters returned all three incumbents, says Ilona Katz, "because the community is very excited and pleased with what's going on at the college and the new president has been a hit in the community." Incumbents Patrick Nicholson, Annette Shamey and the unsuccessful challenger each received the endorsement of Santa Monicans for Renters' Rights (SMRR), a powerful political organization in the district. Katz, who did not, is beginning her sixth term in office.

Sequoias

After 18 years on the board, Bob Lyman was defeated by a young dairy farmer, Devin Nunes, who was actively supported by the college teacher's association.

see Trustee Elections page 12

California Community College Trustees
Local Election Results

Year	Districts Holding Elections	Trustee Seats Up	Incumbents Re-elected	Newly Elected	Incumbents Did Not Run	Incumbents Defeated
1991	32	87	56 (64.4%)[1]	31 (35.6%)[2]	17 (19.5%)[3]	14 (20%)[4]
1992	40	109	63 (57.8%)	46 (42.2%)	31 (28.4%)	15 (19%)
1993	31	82	52 (63.4%)	30 (36.6%)	15 (18.3%)	15 (22.4%)
1994	40	112	80 (71.4%)	42 (37.5%)	29 (25.9%)	13 (14%)
1995	31	96	72 (75%)	24 (25%)	15 (15.6%)	9 (11%)
1996	41	133	94 (70.7%)	39 (29.3%)	26 (19.5%)	13 (12%)

[1] % of seats open filled by incumbents
[2] % of seats open filled by non-incumbents
[3] % of incumbents up for election who did not run
[4] % of incumbents running who were defeated
[5] There are a total of 435 locally elected governing board members for the 71 California community college districts. 38 districts have seven members, 32 districts have five members and one district has nine members. Board members are elected to four-year terms.

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Trustee Elections

(Continued from page 11)

Nunes, a graduate of College of the Sequoias, says he spent about $15,000 on his campaign, with $6,500 coming from the teacher's association.

According to Nunes, 23, a major issue in the campaign was the future of the agriculture program at the college. "The college's farm land is being sold and there was not a plan for the program's future," he says. "I want the administration to develop a plan."

He said another issue in the campaign was the turnover of college presidents. There have been three since 1994. "The guy has been there forever," Nunes said of Lyman, "so it makes it easy to figure out we probably needed some change."

Lyman, who spent $15,000 on his campaign, said he had a difference of opinion with agriculture faculty on the direction of the program. Lyman believes, however, he lost because of how his trustee area was recently reapportioned. Nunes lives in Tulare County, which has 5,000 voters in the trustee area while Lyman lives in Kings County, with 1,800 voters. "The people in Tulare weren't part of my district until this year. Looking back at the election, I don't think he needed to spend a dollar to win."

Ventura

"I was surprised," says new trustee Bob Gonzales. "I wasn't expecting to win." But he did, beating his nearest challenger by more than 20 percentage points. A 24-year veteran of the Santa Paula Police Department, Gonzales received endorsements from numerous police organizations, state and national political leaders and local educators. He also received $2,000 from both the faculty union and from the Latino Trustees Association.

He said no major issues surfaced during the election. "The district has been in good shape and we have a chancellor who is providing good direction." The campaign gained a great deal of media attention when a vice president at one of the district's three colleges gave a $10,000 loan to one of the four candidates in the race. The vice president had been an unsuccessful candidate for a presidency in the district. The candidate the vice president supported came in last.

West Valley-Mission

At 20 years old, Chris Constantin is now the youngest elected member of a community college board in California. An electrical engineering student at San Jose State University, Constantin said he ran because he's believed since his days as a student at West Valley College that students should have voting representation on the board.

He began his studies at West Valley while still in high school. He says one of his top priorities now as a trustee is to work to expand access to the local community colleges for local high school students. ◆

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COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

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Welfare Reform Triggers Debate on Community College Role, Funding

It was early in September of last year when Chancellor Tom Nussbaum was contacted by the Department of Finance and asked, "Do you have any ideas we can consider on welfare reform?"

Department officials were putting together the proposed 1997-98 state budget and needed ideas on how community colleges could be involved in the Governor's welfare reform plans. President Clinton had just signed sweeping federal welfare reform legislation the month before and now Governor Wilson was moving fast to fashion a California plan.

Nussbaum gave the assignment of developing a community college response to Vice Chancellor Thelma Scott-Skillman and Connie Anderson, coordinator of the GAIN program, which helps welfare recipients get job training and a job.

"We had a two week turnaround time to respond to the state's request," says Anderson. "If we hadn't shared our ideas then, the community colleges might not have had the opportunity to be players in terms of providing education and training."

When Governor Wilson did release his budget in January, it proposed using $59 million of Prop 98 funds to help community colleges provide welfare recipients with work, education and child care services. The Governor's proposal, much of which came from ideas submitted by the Chancellor's Office in response to the Department of Finance request, has subsequently caused some in the field to question the recommendations.

see State Welfare Reform page 2

Colleges Reach Out to Meet Immigrants' Needs

And with new welfare laws terminating some benefits for legal immigrants this summer, the influx of immigrants seeking assistance at the colleges could grow even faster, say campus administrators.

She was born in China but at an early age moved with her family to Hong Kong. Because the family was very poor, she grew up raising her younger sisters and brothers while her parents worked. When she turned 18, a Chinese-American man gave her parents money for her hand in marriage. Then, with her new husband, she left her family and immigrated to San Francisco.

While the marriage was bad and eventually ended in divorce, two wonderful children were born. The woman also discovered the English as a Second Language program at City College of San Francisco. She did so well in her non-credit English language classes that she soon moved into the college's regular credit program. Eventually the new American citizen transferred to San Francisco State University where she received a degree in child development. Today, the woman supports herself and her two children as a child development professional.

"There are lots of stories like this of

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March-April, 1997

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State Welfare Reform

Continued from page 1

The federal legislation the President signed into law did, as Clinton had previously promised, "change welfare as we know it." The huge federal entitlement program Aid to Families with Dependent Children (AFDC) is being eliminated and replaced with block grants to states called Temporary Assistance to Needy Families (TANF). Recipients must find work within two years and are limited to five total years of assistance.

How "work" is defined is critical to the role community colleges will play in California's welfare reform plan.

How "work" is defined is critical to the role community colleges will play in California's welfare reform plan. The new federal law states work activities may include not only a job but work experience, on-the-job training and vocational education. However, vocational education may be considered a "work activity" for no more than 12 months for up to 20 percent of the recipients.

Under the new federal law, states are allowed to develop their own plans. However, to receive their full federal block grant, states will be required to have 25 percent of welfare recipients working at least 20 hours per week by the end of the year. To ensure California meets that requirement, Governor Wilson has proposed a plan that, in effect, fast-forwards the federal law by forcing welfare recipients to be involved in 32-hours of "work activity."

Through his budget, the Governor is asking community colleges to play a major role in the California welfare reform effort. His budget provides community colleges $59.3 million in Prop 98 funding to provide special services to TANF recipients, including:

- $5.3 million for college staff to serve as liaisons between recipients on campus and county welfare departments;
- $10.3 million for child care services for 2,000 children of welfare recipients;
- $32.5 million for work study programs for 5,000 welfare recipients;
- $5.2 million for college staff to help recipients find jobs; and
- $6 million in one-time funds for loans to help campuses improve child care facilities.

According to the Chancellor's Office, in 1994-95 there were approximately 125,000 AFDC recipients enrolled in the community colleges, of which 70,000 are in vocational education programs, 20,000 in GAIN, and the balance taking basic education, English as a second language (ESL), GED preparation classes, and baccalaureate level course work. Welfare recipients also receive support and services through campus financial aid offices, DSPS, re-entry women programs and the EOPS CARE program for welfare recipients.

"...recipients may decide, based on newspaper stories and word of mouth, that they are being forced off welfare immediately. It is possible that the number of TANF recipients on campus may actually decline in the coming months."

Connie Anderson, GAIN Program Coordinator, California Community Colleges

"Our mission is to help these students get the education and training they need in order to get family-sustaining employment," says Nussbaum.

But the Chancellor's Office vision of the campus role in welfare reform is not shared by all college leaders.

Peter MacDougall, the president of Santa Barbara City College, has publicly voiced opposition to the use of Prop 98 funds for child care and work study. In a letter sent to Nussbaum and campus CEOs, he writes, "Prop 98 forms the long-term reference for community college financing. This voter approved initiative that is the law, should provide the funds to achieve system objectives."

He told ***The News***, "The way the Chancellor's Office responded to the Department of Finance should have been based upon our mission and objectives. We have a clear mission–to provide education, including vocational education. We have a vital role to play in welfare reform but it should first and foremost be education and training."

In his letter, MacDougall writes, "The issues of child care and transitional financial support for working are, of course, valid needs. They are huge needs. They are not, however, appropriate expenditures for the California Community Colleges, especially when they will limit us from delivering on what we do especially well–educate our citizenry."

MacDougall goes on to charge that "outright supplanting of Department of Social Service-

based core responsibilities such as child care funding and payment for work, is not a responsibility of the California Community Colleges and inappropriate (and perhaps illegal) use of Prop 98 funds."

Nussbaum disagrees. "We already have a precedent for subsidizing students with Proposition 98 funding," he says. Prop 98 funds are used to support students and their children in the CARE program, which helps welfare recipients with child care assistance. "Plus, all AFDC recipients are eligible to receive a state-subsidized fee waiver and 35 percent of all students get such waivers."

Richard Hobbs, a trustee at the San Jose-Evergreen CCD and director of citizenship and immigration programs for Santa Clara County, also argues that Prop 98 funds should not be used. He believes the Governor's funding proposal "imposes an unfunded mandate on an already over-stretched system." Hobbs, who is a member of his county's welfare reform team, says, "If community colleges are truly to be a partner at the table they must be funded from the federal apportionment of welfare reform training and child care monies, not from Prop 98."

Nussbaum both disagrees and agrees with Hobbs. "Work study and child care are appropriate uses of Prop 98 funds. However, we also need support from other sources to provide funding for child care and work study. Our plans are to access some of the promised federal dollars."

The State Chancellor is determined to "ensure our other budget priorities are covered. With the Governor's budget and the May revise funds, the system should be able to cover a vast majority of the system's budget requirements, including COLA, growth, instructional equipment and facility maintenance. I don't think it's right to say we're taking money from the colleges so we can fund welfare reform."

Districts should "build bridges to their county welfare offices and encourage them not to counsel recipients to drop out of college immediately and start looking for a job. We need to let the welfare staff know that education can provide a path to a living wage."

Tom Nussbaum, Chancellor, California Community Colleges

Leslie Smith, an ESL instructor at City College of San Francisco and president of the Faculty Association of California Community Colleges (FACCC), believes the colleges have a role of "tremendous importance" in welfare reform. "Studies show that students who complete their education program at our colleges receive better paying jobs. The health and welfare of the state is served by more students having contact with community colleges."

She believes, however, that the funding now in the Governor's budget is not enough to serve the 760,000 Californians receiving welfare benefits, many of whom may look to the colleges for training. "If there is child care funding for 2,000 additional children, that's enough for each campus to enroll only 10 new students with two children each. That's not even close to our real needs."

Connie Anderson of the Chancellor's Office responds that it is "a misnomer to predict a big flood of welfare recipients coming on our campuses. I really don't see that happening."

According to Anderson, the new federal law limits the number of recipients who can use vocational education as a "work activity." In addition, county welfare offices may refer recipients to activities other than attending community college. And, finally, recipients may decide, based on newspaper stories and word of mouth, that they are being forced off welfare immediately. It is possible, says Anderson, that the number of TANF recipients on campus may actually decline in the coming months.

In response to this challenge, Senator Hilda Solis has introduced legislation (SB 1691) that would allow community college students to continue their education if they were working towards a degree or certificate that leads to employment. Students could meet the work requirement and continue to collect aid by participating in work study, cooperative work education, internships, and community service. Says Anderson, "If we don't get something like this through the Legislature our students may be required to leave college and go job hunting. That could result in the loss of millions of dollars to almost every campus in the state."

Through his budget, the Governor is asking community colleges to play a major role in the California welfare reform effort.

see State Welfare Reform page 9

Immigrants' Needs *(Continued from page 1)*

immigrants who come to City College and realize they have an opportunity they've never had before and take advantage of it," says Nina Gibson, chair of the ESL department. At City College's Alemany Campus, located in the low-income Tenderloin area, students from 75 countries take classes. "It's truly a United Nations here," says Gibson.

"As a community college, one of our missions is public service and helping the community. It was a really positive experience to see all the people interested in becoming US citizens. And it was very positive for people to see the college being here to help the local community."

Kathryn Butler, Director of Marketing, Hartnell College

Immigrants from around the world are flocking to community colleges around the state for ESL classes, citizenship preparation and job training. And with new welfare laws terminating some benefits for legal immigrants this summer, the influx of immigrants seeking assistance at the colleges could grow even faster, say campus administrators.

According to Sheila Bollenbach of the Chancellor's Office, an estimated 10 percent of all California community college students are non-citizens. These include permanent and temporary residents, refugees and residents on student visas. In 1995-96, ESL enrollment statewide was over 281,000. Twenty-percent of all California community colleges offer ESL and citizenship instruction.

"They are seeking the most basic training when they come on campus," says Bollenbach, who heads up the immigrant education unit. "ESL, citizenship instruction, and vocational education. Eventually, some even prepare for transfer."

Passage of Proposition 187—which would have ended education and other services for illegal immigrants—and the recently enacted welfare reform law have, she believes, helped focus community college attention on the immigrant population. As a result, over the past three years, colleges have "developed an increased awareness of the needs of this population and are responding with enthusiasm."

In the San Diego Community College District's non-credit program, 37 percent of the 14,500 FTES are enrolled in ESL. Twenty-eight percent take vocational classes. "We have 76 languages spoken here," reports Jim Smith, dean of instruction for continuing education, a $25 million a year program. "The first thing many of them need is ESL. But now we are shifting the emphasis from just learning the language to vocational ESL. Most of our people are trying to get a job."

The ending of welfare benefits for legal immigrants may result in 3,000 to 4,000 district residents left without government aid unless they can quickly become citizens, Smith says. "We're trying to reach out to these people to help them get their citizenship. The district has set aside $100,000 for citizenship classes."

At Rancho Santiago College in central Orange County, "We're up to our elbows working to provide services to immigrants," reports Jan Parks, dean of instruction, student services and continuing education. Eighty percent of the 25,000 students served this semester in the non-credit program are from Mexico. Seventy-five percent of all students are enrolled in ESL. Other

Immigrants from around the world are flocking to community colleges around the state for ESL classes, citizenship preparation and job training.

programs include vocational ESL, adult basic education and secondary subjects (high school and GED test preparation).

To make the program more accessible to students, most of whom work, the classes are offered at dozens of sites throughout the district, including elementary schools, churches, community centers, and medical centers.

Demand for services at the college's Citizenship Center is also growing as non-citizens seek to become American citizens. The increased demand, says Parks, is due, in part, to the upcoming end of welfare benefits for non-citizens.

"We are already getting older and disabled people showing up at our door to see if they can get citizenship. It's a very sad thing because you see people who need help and they don't know what's going to happen to them. I'm afraid there may just not be solutions for all of them."

Citizenship preparation for local residents has been the focus of special day-long events at many campuses around the state, including Hartnell and San Joaquin Delta. According to Sheila Bollenbach in the Chancellor's Office, there are currently four million people eligible for citizenship in California. In 1995, 180,000 non-citizens were naturalized here.

Colleges hosting these events bring together Immigration and Naturalization Service (INS) employees, law enforcement officers, attorneys and photographers to help non-citizens prepare their citizenship paperwork and schedule.

Says Bollenbach, "It's a wonderful way to reach out to these people and for the college to be seen in such an embracing way. It removes much of the fear and confusion of applying for citizenship and of a college campus."

At Hartnell in the Salinas Valley, 3,000 residents came to campus when Citizenship Day was held last year. Volunteers from throughout the community assisted the non-citizens with fingerprinting, identification photos and completing citizenship paperwork.

Reports Kathryn Butler, director of marketing at the college, "As a community college, one of our missions is public service and helping the community. It was a really positive experience to see all the people interested in becoming U.S. citizens. And it was very positive for people to see the college being here to help the local community."

More than 15,000 residents came to San Joaquin Delta in Stockton for its Citizenship Day last September. Three hundred volunteers—including many college employees—helped the non-citizens prepare their paperwork. The event was scheduled to end at 5 P.M. but went until 8:30 P.M.

"It was great," reports Mary Ann Cox, coordinator of the event and chairperson of the Communication Skills Division. "The local paper called it 'a citizenship parade.'" On May 31, the college will host a citizenship swearing-in ceremony.

Gary Tom, dean of the City College of San Francisco's Alemany Campus and administrator for the ESL Resource Center, says welfare reform will impact at least 1,000 of his students, cutting off the aid they now receive. "We're anticipating a big push for citizenship classes." Citywide, that could mean classes for 1,000 residents a month.

"We're concerned about absorbing that many new students so I'm working with a number of community-based organizations to find the teachers and classroom space necessary," explained Tom. "It would be wonderful if Congress gave these people more time to become citizens before cutting them off from services."

"...continuing education programs at California's community colleges can serve the non-citizen population in a timely and effective manner... We teach at night, on weekends and throughout the community... wherever there are students."

Jim Smith,
Dean of Instruction for
Continuing Education,
San Diego CCD

Jim Smith of San Diego CCD is hopeful. He believes continuing education programs at California's community colleges "can serve the non-citizen population in a timely and effective manner. We're used to doing ESL and adult education. We have more experience certainly than the credit side in working with this type of clientele. And a lot more flexibility. We teach at night, on weekends and throughout the community... wherever there are students." ◆

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"Jumpstart" for Local High School Students

Marketing tabloids are nothing new; Sacramento City College has published them for years. But this year, when the committee got together to brainstorm ideas for reaching out to students who may not have thought of City College, they decided it might be more effective to do one geared especially to high school students.

Enter Doug Herndon, a part-time classified employee who works with the college's publications while finishing his bachelor's degree at CSU Sacramento in journalism. "As a former City College student himself," said journalism instructor and faculty advisor for *Express*, Jan Haag, "we thought Herndon might be a little closer to what would be hip, cool and appealing to high school students."

Outside of some information the administration required be in the tabloid, Herndon was given free reign to design it in a format that he thought would reach the target audience.

Herndon ran the copy by students, looking for assurance that the information included was what students really worried about when looking into college. "The high school audience is pretty tough and cynical," said Herndon. "I had to make sure the copy was not insulting. If they thought for a second they were being 'sold' something they would put it down."

Using compelling photographs, clever type styles and graphics, readers are drawn to the useful information. Feedback from some of the 21 area high schools where "Jumpstart" was distributed has been that students are indeed using the tabloid. Interest in Sacramento City College's concurrent enrollment program has picked up and more students are asking questions in their high schools about college.

Two issues of "Jumpstart" are planned annually, with the fall issue targeting those students who may be interested in concurrent enrollment and the spring issue appealing to graduating seniors ready to consider college.

Gift Certificates Catching On

A number of community colleges took their cue from successful commercial enterprises and offered gift certificates at Christmastime as a way for parents, grandparents, relatives and friends to help offset the cost of community college education.

The colleges sold certificates for $15 each—buying three pays for one three-unit class. The certificates proved so popular during the Christmas season, that San Bernardino officials are expanding their program. At Riverside, the response was a little slower, but the program already is scheduled to continue throughout the year, said David Bell, director of RCC computing services.

Most of the interest at SBVC came from grandparents. "I guess we should have done this a long time ago," said Paul Rubalcaba, director of marketing at SBVC.

At Canada College, president Marie Rosenwasser said she hears regularly from people who tell her they're going to take a course at the college "one of these days." Perhaps a gift certificate is just the motivation that can make it happen, she said.

With the emphasis on continuing education and worker retraining, community colleges throughout the state are trying a variety of ways to let people know about the important programs available at their local community college.

Cañada mailed 85,000 greeting cards with the offer of buying gift certificates but recipients also got a gift: tickets good for two admissions to either the colleges' March performances of Shakespeare's "Taming of the Shrew" or a Cañada College basketball game.

"We hope that will get them up here to take a look at the campus," said Terri Creswell, communications coordinator for the college. "We need people to know where we are and what we do."

1997 Legislative Conference Attracts Over 300 Community College and State Government Leaders

Community college leaders from throughout the state discussed welfare reform, budgets and proposed legislation with state government officials from the Governor's Office, the Legislature and key state agencies at the League's recent Annual Legislative Conference.

More the 300 community college trustees, chief executive officers, administrators, faculty, students and staff—representing 60 districts—anticipated in the annual CCLC gathering. It was the largest community college legislative conference ever held in Sacramento.

The two-day conference was planned and organized by the League's 39-member Advisory Committee on Legislation and Finance. Joan Livingston, a member of the board of trustees at Santa Barbara CCD, chairs the committee, and Edward Valeau, superintendent/president of Hartnell College, is co-chair.

State Leaders Praise Colleges—"Vital Role"

In the early 1970s, Cruz Bustamante attended Fresno City College to get an education. Today, as Speaker of the Assembly, the Fresno Democrat says "people like me are still going to community college to find the pathway to a better life and good citizenship."

Bustamante was the keynote speaker at a conference luncheon. He was introduced by Community College League President Armando Ruiz.

Community colleges, the Speaker told his audience, are doing a "tremendous job in their vital role as education centers for their communities." He urged conferees to keep members of the state legislature informed about the work and service the colleges are providing.

"You are doing your part and we have to do ours," he said. "You need adequate and predictable funding. We need to keep fees low. We need bonds for facilities and technology."

"Education ought to not be about whether you're a Democrat or a Republican," he said, referring to partisan politics in Sacramento and the need for legislators to hear from community college leaders. "What we need is not Democratic or Republican votes but a lot of good votes."

Marian Bergeson, Secretary of Child Development and Education, also had praise for community colleges when she addressed the conference. Calling the colleges "the most important link in our system of higher education," she marveled at their ability "to prosper amid occasional uncertainty."

The community colleges, Bergeson said, achieve many missions. "The sum of your parts is much greater than your individual parts. You have an important impact in providing access to the residents of our state."

She concluded by saying, "Your can-do attitude has shaped you into the most outstanding community college system in the world."

Speaker of the Assembly Cruz Bustamante is welcomed to the podium by League President Armando Ruiz.

Technology Assists Advocacy

Information on current and past legislative actions are becoming increasingly easy to access from your home or office, report high-tech experts from state government. As a result, effective legislative advocacy will increasingly depend on access to the Internet.

According to Kathy Humphrey of the Senate Communications Office, the legislature is now in the process of providing access to bills and committee activities. "One of the most exciting features of the Senate's Web site," she reported, "is the listserv. That's Internet lingo for a subscription service by which you can be notified—direct to your e-mail address—of any changes to a bill or issues you are following."

In addition, the Senate is working with the Department of Finance to put budget information on the Internet, and with Health and Human Services to make welfare reform information available.

The Legislative Data Center has also developed a Web site with

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Special Report

valuable information, Bill Behnk reported. Clicking on this site will provide college leaders with legislation histories, code texts, a full text of the daily file and all chaptered bills. At 2 P.M. each day all information from the previous day is posted.

Both of these sites can be accessed from the League's homepage— **www.cerritos.edu/cclc**—and selecting "Legislative Information," then "Links to Legislative Information and Resources."

Two Views of Welfare Reform

A topic of much discussion and debate, the role of community colleges in welfare reform was addressed by several speakers at the conference.

In a special "standing room only" session, two key players in how welfare reform will be implemented in California and the role community colleges will play in the process shared the stage for a lively discussion.

Eloise Anderson, a nationally-known expert on the topic and director of the $16 billion Department of Social Services, was joined by Senator Diane Watson, co-chair of the "super conference committee" that will develop legislation to implement welfare reform in California.

Anderson spoke in favor of designing welfare reform by first answering important policy questions. She cited several issues.

What do we believe about a mother's work outside the home?

Marian Bergeson, Secretary of Child Development and Education (center) chats with League President, Armando Ruiz, Trustee in the Coast CCD and Grace Mitchell, President of the CEOCCC, San Luis Obispo CCD Superintendent/President.

Senator Diane Watson discussed welfare reform and the community colleges' role with (l to r) Richard Hobbs, Trustee, San Jose-Evergreen CCD and Bonnie Slosson, Director of Governmental Relations for the League.

The Grossmont-Cuyamaca CCD Advocacy Team visited the state capital during the conference. From left are: Dana Quittner, Director of Intergovernmental Relations; Sherrill Amador, President of Cuyamaca College; Rick Alexander, Trustee; Hoke Simpson, Grossmont College Academic Senate; Jeanne Atherton, district Chancellor; and Tom Zambelli, Cuyamaca College Academic Senate.

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The current program, Aid to Families with Dependent Children (AFDC), was started to help them stay at home in the belief that a mother in the house was critical to the upbringing of young children. "However, we have more single moms making less than $9 an hour than single moms on AFDC," Anderson said. "This has caused complaints about fairness." And what responsibility does the father have, both financially and as a nurturing figure?

Should the state provide a "safety net" and for whom? Should government guarantee every citizen "a floor beneath which we won't let people go? Should government replace parents who don't take responsibility for their children?"

And what do we expect of "aided people?" In the past, said Anderson, there has been very little expected of people on welfare since most were women with small children. Anderson told the large audience that welfare is an income support program, "not an education program. Education is for another program. Remember, there are minimum wage workers not on welfare who want to go into higher education, too."

Senator Watson told the interested crowd that she is dedicated to "trying to fashion welfare reform in a way that will do us proud into the 21st century." Watson will be one of four co-chairs leading a "super conference committee" of 18 Senate and Assembly members developing legislation to implement welfare reform in California.

She predicted that up to 400,000 legal immigrants this year will lose food stamp benefits and up to 300,000 cash benefits. "It will not be possible for the state to make up all these cuts. We hope Congress will step in and support the President's request for funding for legal immigrants." She urged Governor Wilson to "be our champion" for "people in need."

Community colleges, Senator Watson said, are providing "training, skills, and knowledge to help people on welfare become self reliant and economically independent. But we need to continue to provide help. The jobs simply are not there. We need tens of thousands of entry-level jobs."

Student Fees: Trends and Proposals

President Clinton's proposal to grant a $1,500 tax credit for families sending students to America's community colleges wouldn't help California's low-income students, two financial aid experts told participants in a special session on the future of fees and financial aid.

Marjorie Chisholm from the California Postsecondary Education Commission (CPEC) and Linda Michalowski of the Chancellor's Office, expressed their opinions that since California already provides a fee waiver for low income students, the proposed tax credit, if approved by Congress, will benefit primarily middle class students.

The Clinton administration is also pushing to increase Pell Grants to $3,000, reduce loan origination fees, and eliminate penalties for withdrawal from IRAs for education purposes.

David Viar, Executive Director of the League, discusses important legislative matters with Palomar student, **Charity Roberts** (left) and **Marisa Alvarez**, President of the California Student Association of Community Colleges (CalSACC).

Following his presentation on the state budget, **Patrick Lenz**, (left) consultant to the Senate Budget Committee talks with **Alice Petrossian**, President of the Board of Governors and **John Williams**, Trustee, Saddleback CCD. (Lenz takes over as Vice Chancellor, Administrative & Fiscal Policy Division of the Chancellor's Office in March.)

Chisholm reported that CPEC is continuing to push the legislature to make any fee increases for public higher education "gradual, moderate and predictable" (limited to a standardized formula). CPEC also favors a financial aid policy for the state that provides support for the total cost of attendance, not just tuition.

(continued next page)

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Special Report

Michalowski told session participants the latest trend in financial aid is for institutions to partner with business and industry to help students preparing for specific career fields. As an example, she cited the media industry is supporting media technology programs through equipment and financial aid grants.

A (friendly) Political Debate

Three of California's most experienced and best informed political observers took the stage at a conference general session and treated conferees to an hour of insight on the state of state politics and the opportunities community college leaders have to impact decisions in Sacramento.

Tim Hodson, a former Senate Democratic aide and now director of a statewide think tank, said there is "institutional instability" in the legislature at the present time that "will be endemic for years to come." The instability is due to term limits, the new open primary law, and campaign spending limits.

Hodson sees term limits hindering effective legislation. Two-thirds of the Democratic caucus is in their first terms or beginning their second term. The Speaker of the Assembly, Cruz Bustamante, will be forced out of the legislature after just two-years as leader. "You need a cadre of legislators willing to take risks and tackle big issues and problems. And for them to take risks, they have to feel secure in their seats."

Tony Quinn, a well-respected Republican consultant, sees benefits in term limits. "Bustamante would not be Speaker without term limits since Richard Katz of Los Angeles would have been elected if he hadn't been term limited out. As a result of term limits," Quinn said, "the legislature looks much more like the state."

Dan Schnurr, a former aid to Governor Wilson, told an overflow crowd, "The combination of term limits, open primaries and campaign spending limits combine to make this current group of legislators much less secure." He urged the audience to take advantage of this insecurity.

"A worried legislator is a more responsive legislator. A legislator who has been here only two or three years is going to be much closer to his or her community than someone who has been here 20 years. It's an opportunity for you to shape their thinking and their decisions. It's up to you to work with these members not only to lobby them but to educate them as to what you believe in." ◆

Conference attendees were anxious to chat with participants after a roundtable discussion on California politics, including former Wilson advisor, Dan Scnurr (right) and Sarah Reyes, Assistant to the Chancellor, State Center CCD (center). At left is Joan Livingston, Chair of the League's Advisory Committee on Legislation and Finance.

1997 Legislative Conference Attendance Honor Roll

Top 6 Districts

Mt. San Jacinto	19
Saddleback	12
San Joaquin Delta	12
Long Beach	11
Grossmont-Cuyamaca	10
Palomar	10

Largest Group Participation by District

Palomar sent 7 students
Foothill-DeAnza sent 6 classified staff members
San Jose-Evergreen sent 6 trustees
Mt. San Jacinto sent 4 administrators
Long Beach sent 3 faculty members

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Pilot Project Could Serve as Welfare Reform Model

A unique Santa Monica College pilot program is training the parents of Los Angeles County Head Start pre-schoolers to run the largest Head Start program in the nation and giving them valuable job skills.

The first-of-its-kind program, which completing its six-week run this March, provided training to 25 parents in issues ranging from the state's open meetings law to conflict management. In addition, the parents—many of whom are low-income and some of whom are welfare recipients—are serving internships that could lead to jobs.

"This is an exciting project that not only gives these parents the skills to set policies for a federally funded program with a $120 million annual budget, but also provides them lifelong skills that will enhance their employability," said Elmer Bugg, SMC business professor and instructor in the program.

For many parents, this is their first college experience and it has enhanced their sense of self-esteem, Bugg said. The parents—most of whom are Latina and have children in Head Start—are earning academic credit.

Bugg believes the project could serve as a model for welfare reform education programs, acting as a gateway to short-term training in such fields as office information systems, computer information systems, and management, combined with classes and workshops in English-as-a-Second Language, study skills and more.

SMC is providing the program under a contract with the Los Angeles County Office of Education Head Start-State Pre-School Program.

Southwestern CCD trustee, Maria Neves-Perman, to participate in an international graduation event. She is seated to the right of instructor, Wayne Lundberg and is surrounded by some of the 46 store managers of the Mexico City division of the Mexican national food and retail chain, Gigante, who recently completed a Southwestern College customized certificate program in competitive business management. Company officials were so pleased with profit and productivity improvements after a 1994 customized training contract for its Baja California division that Gigante has contracted with SWC for follow-up training there.

San Diego City College graphic design professor, Candice Lopez, is doing something right: she shares a proud moment with Will Shelton–the third one of her students in the past four years who has taken the top prize in the annual Anheuser-Busch national poster contest, "Know When To Say When," promoting alcohol awareness on college campuses. Shelton displays a sketch of his $10,000 grand prize winning entry with the design theme: "Common Sense is a Universal Truth." Part of the award is designated to the college graphics department. Shelton plans to use his winnings to establish himself as a freelance illustrator.

Work Study Students Join Clinton's "Army of Literacy Tutors"

More than 70 colleges and universities have formally agreed to set aside at least half of the new work-study funds they received this year for students who want to tutor children as part of "America Reads," President Clinton's campaign against illiteracy.

America Reads, which the President introduced last August, aims to recruit a million volunteer tutors to teach children to read by the third grade. The Administration hopes to draw 100,000 of those tutors from the ranks of students who participate in the College Work Study Program.

At press time, Glendale and San Diego Mesa were the only two California community colleges of the 70 committed to the program. However, another 200 colleges throughout the country have indicated their willingness to sign up their institutions.

As an inducement for colleges to volunteer, the Administration altered federal rules so that colleges that employ work-study students need no longer pay a quarter of the work-study cost for students who tutor children in reading. The government will pick up the full tab for those students. Participating colleges also must agree to try to encourage other, non-work-study volunteers to tutor pupils in reading.

Glendale opened its Volunteer and Service Learning Center in 1994 to serve as a resource and placement center for students seeking volunteer opportunities in the Glendale area. The additional money will mean that Glendale can hire 5 work-study students to tutor at schools within the district.

Currently, Glendale places over 200 students each semester as volunteer tutors for K-12 students. To date, the college has placed over 1,500 students in volunteer positions throughout the community, and existing service programs are constantly being expanded.

San Diego Mesa's volunteer effort is part of the college's overall plan to increase its level of service to the community, according to Mesa College President Constance Carroll. "I am pleased that Mesa College intends to take on the 'America Reads' challenge within the San Diego community," she said.

During the 1997-98 academic year, that commitment will be to dispatch about 100 of its students into the community to tutor children in literacy. An additional 50 students-tutors are expected for the following school year.

They Said It

Industry depends on the community college system to provide workforce development programs that are:

- *Responsive to their changing needs and increasing need for higher skills*
- *Cost-effective*
- *Able to design workforce programs that are linked to a firm's strategic business plan*
- *Able to work with a variety of populations—students, current employees and returning employees*
- *Sensitive to the special needs of small and medium-sized companies, where the needs are great, jobs are exploding and resources are traditionally thin*

Phyllis Eisen,
Executive Director, Center
for Workforce Initiative,
Washington, DC

State Welfare Reform

Continued from page 3

Smith is also critical of the way the Chancellor's Office forwarded its recommendations on community college participation in welfare reform to the Department of Finance without seeking consultation from the field. "The process," says the FACCC president, "would have worked better if their recommendations had come to the Consultation Council before going to the Governor's office. It would have been strengthened by the collective wisdom of the group."

Nussbaum argues that there simply wasn't time for consultation. "We were set to approve the Board of Governor's budget when the request came to us."

There are other concerns about welfare reform and the community college role that have surfaced since the Governor's proposed budget was released. Guy Lease, the president of Lake Tahoe Community College, has warned the "colleges will be blamed if held accountable for the short-term training of people with long-term problems.

"Many of the people on welfare lack communication skills and good work habits. You can't teach those skills just by giving them technical know-how. The short-term training programs that are part of welfare reform may not be enough to make a life-changing transition."

Nussbaum agrees. "To solve the problem we're going to need to have as much time as possible with the student." A student who must work, take care of children and go to school may be overwhelmed, Nussbaum believes. "We will discuss this issue with the Legislature and talk about extending the one-year and out proposal in the Governor's budget to two-years and out as the federal bill allows."

Says San Jose-Evergreen Trustee Richard Hobbs, "We should negotiate in the Legislature to conform to the federal rule, which even then will prove extremely difficult for most of our students. For students who require basic skills or ESL, the one-year rule will constitute virtually an impossible barrier."

> ***"Many of the people on welfare lack communication skills and good work habits. You can't teach those skills just by giving them technical know-how. The short-term training programs that are part of welfare reform may not be enough to make a life-changing transition... colleges will be blamed if held accountable for the short-term training of people with long-term problems."***
>
> *Guy Lease, Superintendent/President, Lake Tahoe CCD*

Nussbaum promises to work with the field in the coming months to "develop a system proposal that identifies the components of services that should be provided to welfare recipients, the level of funding required and the manner in which funds should be distributed." He says he is determined not to create a new categorical program.

In the meantime, he adds, community college districts should begin to take steps now to prepare for the future. Districts, for example, should "build bridges to their county welfare office and encourage them not to counsel recipients to drop out of college immediately and start looking for a job. We need to let the welfare staff know that education can provide a path to a living wage."

In the Los Angeles Community College District, campus leaders are already making plans to meet the challenge, reports Abby Patterson, dean of student services at LA Trade Tech. "We don't anticipate a large inflow of welfare recipients," says Patterson. "Most of our students already get their fees waived. We'll be contacting the students who are on welfare and apprising them of how we will serve them in the future to meet their requirements."

At LA Trade Tech, almost all vocational education programs have one-year certificate options. "Community colleges are the perfect place for students to learn a skill that helps them get a job that pays more than they get on welfare. We are certainly ready to respond. We are working closely with industry to find out what they need from our graduates," said Patterson.

Chancellor Nussbaum sees a huge challenge ahead for community colleges. "It's really a daunting task to think of helping a great number of welfare recipients go from having low skills to high skill, high wage jobs in just a period of months," Nussbaum says.

"But it's not really one we can turn away from just because it's tough. We have a history in the community colleges of serving the under-served. It's going to take a big effort from a lot of people to make this work but I think it can be done." ◆

Appointments

Dan Larios, currently president of Irvine Valley College, has accepted the presidency at Fresno City College, effective April 1. Larios has spent 26 years in community colleges both in California and Oregon. He has served in numerous positions faculty and administrative positions.

"This is a very special day for me and my family," said Larios, who grew up in Fresno and never imagined returning to his hometown as president of FCC. "Not only do I get to come back to my hometown, but I get to lead a great community college and help continue a tradition of quality education."

State Center district chancellor, Bill Stewart and board vice president Ron Manfredi both applauded the choice of Larios, siting his strong reputation as a community college leader. "I believe he is a great addition to the district's administrative team," said Stewart. "His knowledge of the Central Valley sill give him the ability to hit the ground running."

Larios holds a BS degree in ornamental horticulture from CSU, Fresno; his MA degree in education from CSU, Bakersfield; and an EdD in community college administration from Nova Southeastern University in Florida.

The Los Angeles CCD has appointed **Hosni A. Nabi** as the new president of Los Angeles Trade-Tech College, following the retirement of long-time president, Thomas Stevens.

Nabi comes to the Trade-Tech from Austin Community College where he was interim president. He has held several other key administrative and faculty positions during his 25 years in community college education, including executive vice president at Austin.

"LA Trade-Tech College can achieve financial and organizational stability by harnessing the power, creativity and passion of its people and community," said Nabi who began at the college February 5.

Nabi holds a BS degree from Cairo University, Egypt; his MS degree and PhD are from Louisiana State University. He has also completed specialty course work at several universities including, Texas A & M, the John F. Kennedy School of Government at Harvard, and USC.

Chui L. Tsang has been appointed president of San Jose City College. Tsang, former dean of the City College of San Francisco's Evans Campus School of Applied Science and Technology, said, "I believe this is a time of great opportunity. Community college is the most versatile institution of higher education in the US today."

During his 20 years in higher education, Tsang has been a college faculty member, administrator and teaching fellow at Stanford University. He was also the executive director for a post-secondary vocational education agency in San Francisco—the Career Resources Development Center—created by the Department of Education. At the CRDC, Tsang implemented the Neighborhood Computer Centers program, which combined business and community resources to improve educational outcomes for low income students. NCC has received national recognition including the prestigious Community Solutions for Education Award presented by *USA Today*.

A native of Hong Kong, Tsang completed his bachelor's degree in linguistics (with Honors) from UC Berkeley. He received a doctorate in linguistics from Stanford and is the author of several professional publications.

The Compton CCD board has appointed **Ulis Williams** as the district's superintendent president. Williams has served as interim chief executive for the past year during which time a total team effort was put together to regain full accredited status for the college.

In lifting its warning status, the Accrediting Commission noted a great deal of progress had occurred with the appointment of the new administration, adoption of a Board of Trustees Code of Ethics, resolution of the federal financial obligation, and implementation of improved personnel policies and practices. Williams also spearheaded an all-out student recruitment effort and won state funding for a $13.7 million Vocational Technology center.

Williams completed his bachelor's degree in recreation and physical education from CSU Los Angeles and is well-known for having been a member of the 4x400m relay team which won the gold medal in the 1964 Tokyo Olympic Games. His long association with the field of recreation and athletics led to his election last year to a three-year term on the National Recreation and Parks Association. Williams completed his master's degree in urban studies and planning from Antioch University.

He began his career at Compton College as a part-time instructor and assistant track coach in 1970, climbing the administrative ladder to eventually become Dean of Evening Division. Williams compared his appointment to winning the gold medal. "It took a great deal of sacrifice and training to win the gold medal, and it is gratifying to know that when you try to do the best in various positions, eventually one can become head of the institution."

Awards

Linda Michalowski, coordinator of student financial assistance for the California Community Colleges Chancellor's Office, has received the national Community College Government Relations Award. Michalowski was honored for her efforts and leadership in advocating for strong and effective student financial assistance programs critical to community colleges and their students, and for providing wise and consistent counsel on student financial assistance issues. The award was presented by the American Association of Community Colleges (AACC) and the Association of Community College Trustees (ACCT) at their joint Legislative Seminar in Washington DC.

District:	*Rancho Santiago CCD*
Position:	*Chancellor*
Salary:	*Inquiries only*
Closing:	*Until filled; begin review in April*
Contact:	*Dr. Alfred P. Fernandez, 805/650-2546*

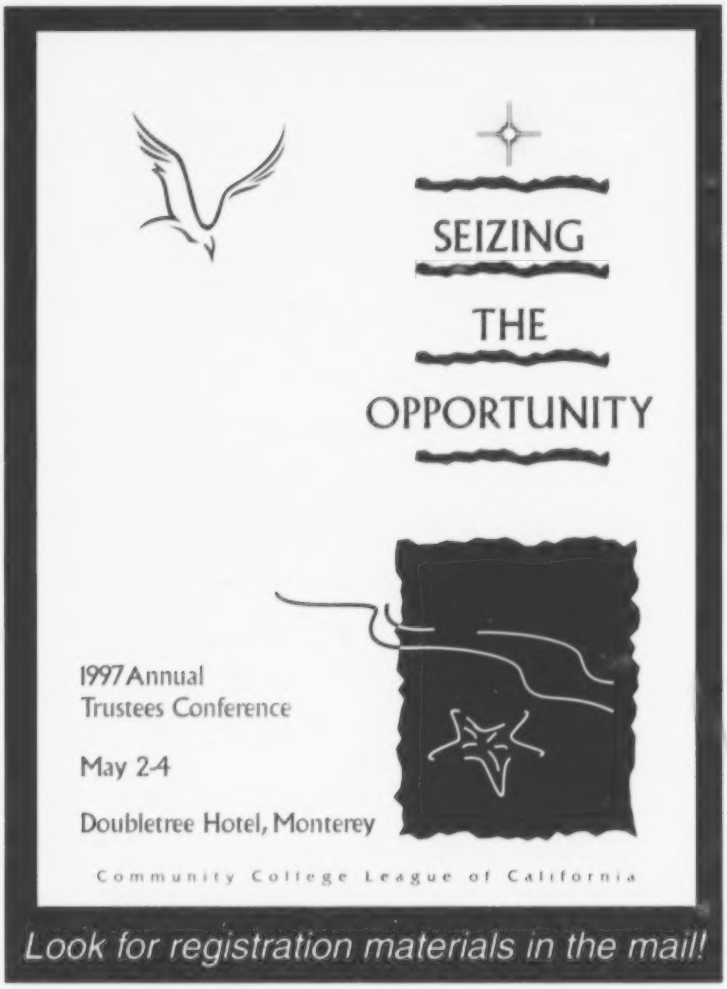
Did You Know...

Community Colleges provided customized training for 77,500 Californians at 617 businesses, government agencies and worksites in 1994-95. The businesses pay the cost of this specialized training in order to promote employee productivity and company profitability. Fifty-six districts provide contract education.

The ten most popular contract education courses are:

1. Business management
2. Public affairs and services
3. Engineering and related technology
4. Computer and information science
5. Basic skills—writing, reading, math
6. Humanities
7. Communications
8. Health
9. Total quality management
10. English as a second language

from the league's publication
Pocket Profile
copies are available for $ 85 plus shipping



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THE NEWS

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

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Health Centers Serve Diverse Needs of Students While Struggling with Funding

Need a TB skin test or a confidential test for HIV? Have a cold, a cough or a medical crisis? Want to talk to someone about sexually transmitted diseases, birth control or controlling high blood pressure? Would an aspirin, a condom, or a referral to a local physician help?

On community college campuses across the state, health care centers are providing all these services and more to tens of thousands of students every school day. With 82 health centers in the system, the California community colleges are, in fact, one of the state's largest health care providers.

"With 20,000 students," says Janet Olson, the college nurse at American River College, "we deal with all the health problems you'd find in a small city."

Naomi Kitajima, the health services coordinator at Foothill College, reports serving 2,238 students, faculty and staff last May. Services at Foothill include providing over-the-counter medications such as antihistamines, conducting strep throat tests, handing out informational materials on back care, eating disorders and melanoma, providing pap smears and various immunizations and conducting physicals for students transferring to private colleges.

At Fullerton College, the health services program not only provides physician care and the services of a psychologist, but also offers an active peer education program

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College Leaders Reflect on Students and the Liberal Arts Experience

At a large, well-respected California community college, where last year more than 1100 students transferred to UC and CSU, students receive associate of arts degrees choosing from 190 general education courses.

While English, history, foreign languages, philosophy, biology, political science and other liberal arts courses are all offered at the college, students are able to meet their general education requirements

by selecting six classes from a cornucopia of general education courses. To complete their general education coursework, students of this particular college can, if they choose, take Technical Report

Writing to meet their English composition requirement. To meet their communication and analytical thinking requirement, they can take Computer Literacy. They can take Survey of Electronics for their natural sciences class, Agriculture Economics to meet the social and behavioral sciences requirement, Race, Ethnicity and Gender in American Culture for their American institutions course, and American Sign Language for their humanities class.

In a recent article in *The Chronicle of Higher Education*, Jeffrey Wallin, president of the American Academy for Liberal Education, addressed the issue. "Whether students become well-educated is a matter of chance and how much judgment they have at the age of 18, because they can take whatever courses they want," observed Wallin, a former UC Santa Barbara political science professor.

The AALE is a national association of four-year institutions dedicated to strengthening and promoting the liberal

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May-June, 1997

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1997 Annual Convention Call For Presentations

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where students work with students to teach wellness, self-care and disease prevention.

Challenges growing: fee waivers & welfare reform

While health center directors across the state speak with pride of their programs and services, they are also nearly unanimous in their warnings about the challenges they face.

Much like hospitals in cities and counties across America, California community colleges health centers are serving more and more students who are uninsured or who, because of low or no income, are not required to pay student health fees. Health center directors are predicting that the push to make community colleges a key job training resource for welfare reform will only exacerbate the problem of having to serve more students with fewer dollars.

With 82 health centers in the system, the California community colleges are, in fact, one of the state's largest health care providers.

Since 1984, community college districts have been able to require students to pay a health fee. But in an effort to reduce barriers to a college education, both health fees and enrollment fees were waived for low-income students.

When enrollment fees were $5 a unit, the number of students receiving BOG waivers was minimal as was lost revenue from the health fee. But in 1993, when enrollment fees jumped to $10 a unit, the problem took center stage. In just that first year of the higher enrollment fee, nearly 100,000 additional students were granted BOG waivers. The deficit between what health centers were spending and what colleges were collecting in health fees jumped to $4 million. Since 1993, enrollment fees have increased to $13 and the number of students exempt from paying health fees has climbed by nearly 200,000.

According to the Health Services Association (HSA), whose members staff the college health centers, the percentage of students receiving BOG waivers ranges from as low as 15 percent on some campuses to as high as 60 percent on others.

"As more and more students are waived," says Diane Glaser at Allan Hancock College, "we have less money to provide services. At the same time, more and more students whose fees are waived or who have no health insurance are using our services. We are the first and last resort for many students seeking health services. And the word is getting out that we can help."

Mary Mirch, the acting associate dean of health services at Glendale College, completed a survey last year comparing health center clients to the total campus population. The survey found that students using the health center were older, poorer and more likely to be female and uninsured.

"Students with insurance come in for a vaccination or skin test or to see if they need to go to a doctor because of a sore throat," says Mirch. "Students without insurance come in for prescriptions, referrals to discount labs, and for doctor's visits. In some cases, without us, they'd end up in the hospital."

Jan Green, the president of HSA and the health director at San Bernardino Valley College, warns that welfare reform could push health center resources to the limit. "If the state and federal government want the community colleges to train welfare recipients, these people will use the centers often. Many will come to campus ill, so — even with communicable diseases."

How colleges are coping

To help health care centers deal with these challenges, the HSA has been instrumental in pushing through recently approved Title 5 regulations and in supporting a bill (AB 549) currently in the Legislature that would provide supplemental funding for districts that have lost money due to BOG waivers.

Linda Albright, coordinator of health services at Fresno City College, led the association's effort in moving the new Title 5 regulations through the consultation process and finally to Board of Governors' approval in March. The regulations clarify what health service fees can be used for while giving districts the ability to determine the scope and level of services provided.

"These regulations protect student fees," says Albright. "Years ago when everyone paid fees, the colleges were flush with money.

see Health Centers page 12

Larry Toy takes on new leadership role, challenge

After 28 years teaching astronomy and statistics at Chabot College and seven years as a member of the Board of Governors, Larry Toy is venturing into new career territory as an administrator in the Chancellor's Office. The new director of System Advancement and Resource Development calls his move into management "both revolutionary and evolutionary was involved in developing and deciding on policy issues and now I will be implementing policy."

Toy brings to his new position a wealth of involvement and leadership in the system. He's a former president of the Faculty Association of California Community Colleges and the Californians for Community Colleges. He served as vice chair of the Task Force on Finance for AB 1725, was awarded the prestigious Hayward Award for Excellence in Education and, in 1990, accepted appointment to the Board of Governors. In 1994 he served as president of the board.

Toy was on the board last year when it hired Chancellor Tom Nussbaum. Now he's working for him. "The job was developed by Tom as a result of his looking at some of the needs for the community college system and some of the things we haven't been addressing," says Toy. "He decided strategically that he would look for an IPE situation (inter-jurisdictional exchange) so he could bring someone in from the field who had the expertise and interest in the area but not necessarily have it be a permanent position. I am on loan from the district for up to four years."

NEWS: What are your responsibilities?

Half my job is in resource development, not necessarily to raise money, but primarily to look at opportunities for partnerships. These partnerships might be with other state agencies in personnel and programmatic areas, and with business and industry where they can brings things to the table that would benefit the colleges as well as the chancellor's office. In addition I will be looking at grant and gift opportunities that would benefit the colleges in coordination with the chancellor's office, particularly those things that would have more than one college involved. I believe there are opportunities, for example, to partner with an entire industry, such as biotechnology. That would take state coordination.

The fact that Chancellor's Office has been squeezed over the last few years much, much more than the local colleges—we're talking huge reductions of 30 or 40 percent in our budgets—means we can't do a lot of the things we've done before without looking for additional resources.

NEWS: On these resource development projects, what will be your relationship with the California Community College Foundation?

We're exploring right now the relationship with the foundation. Over the past few years the relationship between the Board of Governors, the Chancellor's Office and the foundation have increased in distance. We're trying to figure out what the appropriate relationship should be.

NEWS: You mentioned you'll be looking into partnerships with industry and business. Isn't that what the foundation is doing now?

They're trying to act as a broker with various companies. We believe there are many areas with a clear need for statewide coordination. That points to a close working relationship with the Chancellor's Office in these partnerships.

NEWS: The other half of your job title is system advancement. What does that entail?

System advancement relates to a couple things. One is increasing the capacity of the Chancellor's Office to look to the future and respond and also to lead. A good example of that would be the area of technology. The infusion of technology into the colleges if done on a statewide basis would, in many cases, make more sense. The analogy I use is the telecommunications initiative. Clearly, if you're going to set up a network it doesn't make sense for local colleges to set up their own local network and hope their efforts meet somewhere in the middle and a communication network suddenly appears.

For technology in general, we'll be looking at the broad needs of the system five and ten years from now and how do we finance that, such as a statewide technology bond, and what level of standardization so that we can do group purchases. Those issues and many

see Leadership Role page 8

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Liberal Arts *(Continued from page 1)*

arts in undergraduate higher education. AALE requires that member colleges include within their general education requirements mandatory courses in math, physical and biological sciences, foreign languages, literature, the political, philosophical and cultural history of Western Civilization and the politics and economics of American society.

...the standards of accreditation require colleges to offer a general education program that "introduces the content and methodology of the major areas of knowledge," including humanities, fine arts, the natural sciences, and the social sciences.

In an article for USA Weekend, Wallin warned that, "Too many colleges no longer insist that students learn what they need to be well-educated, well-rounded citizens... A number of strong signs point to the shrinking of what academics call 'the core curriculum,' the set of general education courses all students must take."

While California community college faculty and administrators interviewed by The News are generally in agreement over the role of the liberal arts within the community college mission, they offered differing visions on how colleges should impart the liberal arts experience to students.

The purpose of the liberal arts, says John McFarland, a history instructor at Sierra College who has written extensively on higher education issues over the years, is "to produce people who are literate citizens of the artistic, political and natural world. When you go through an art gallery, you can appreciate the work and explain your feelings to others. When you vote, you vote with knowledge. And when you walk through nature you have a sense of our world."

Mark Edelstein, the president of Diablo Valley College, says liberal arts classes "prepare students for life. The idea of liberal arts is to have a greater understanding of the world, a basic understanding of how society works, other people's cultures and one's own psychology." Recently, Edelstein participated in a survey of members of his own university graduating class. The results, he reports, showed that while most of his fellow graduates had forgotten what they had learned in their major, "what they learned in their liberal arts classes stayed with them and became part of the quality of their lives."

Within the community college mission, says John Spevak, vice president of instruction at Merced College, liberal arts take on a special role. "Most people who come to us are looking for ways to get a job or get a better job. Business people tell us that students with communication and computation skills are a slam-dunk. That's where English and speech classes become so important. The value of being able to communicate clearly is growing."

> *"The idea of liberal arts is to have a greater understanding of the world, a basic understanding of how society works, other people's cultures and one's own psychology."*
>
> *Mark Edelstein, President, Diablo Valley College*

Bart Bartel, acting vice president of instruction at Citrus College, believes the mission of the community colleges requires faculty and administrators to carefully balance the liberal arts with the vocational arts. "Many students would prefer not to take any liberal arts classes. Some say, 'Teach me how to fix an air conditioning system, I don't want to know how to spell it.' We offer a good foundation in general education that we try to link with the occupational program in order to produce a well-rounded student rather than just a well-trained student."

However, Ricardo Almeraz, a history instructor at Allan Hancock College, is concerned that the community college mission is moving too far away from the liberal arts. "There's a big push in the community colleges to turn us into factories for the job market. Both business and many students see us as strictly training schools. Students are avoiding the humanities because they believe it doesn't apply to their lives. The colleges," Almeraz argues, "need to re-examine their mission. Our mission is not only to create a worker but a better human being."

Toward that goal, community colleges require graduates and transfer students to complete a combination of general education classes in the liberal arts. The number of units required varies from college to college, usually 18 to 25. The class list students choose from to complete these units also varies in size, from as few as 145 to as many as 500. While the class lists typically include a wide range of liberal arts classes, many colleges also offer students the opportunity to choose classes that some might argue are too specialized or lack a breadth of liberal arts content.

Constance Carroll, president of San Diego Mesa College, warns that judging whether a general education program meets the criteria for a liberal arts experience "requires

careful perusal of the course syllabi." She points out that a Mesa College course such as Black Psychology, which meets the college's social and behavioral sciences degree requirement, "includes a review of the overall field with an emphasis on black perspectives."

Carroll, who is chair of the Accrediting Commission for Community and Junior Colleges, says the standards of accreditation require colleges to offer a general education program that "introduces the content and methodology of the major areas of knowledge," including humanities, fine arts, the natural sciences, and the social sciences.

But she disagrees with those who say general education courses should be limited to the traditional liberal arts. Carroll, who is also on the board of directors of the National Community College Humanities Association, says, "Liberal arts courses are designed to liberate people from conventional thinking. They allow people to exercise vision and critical thinking. The institution should emphasize the outcome it seeks for students, not narrowly channel students into specific courses. We give students a broader inventory of classes in order to allow them to focus on the courses best suited for their interests."

George Boggs, president of Palomar College, agrees that outcomes are critical and should take precedence in determining general education requirements. "Colleges should spend some time developing a list of required core competencies that they would like their graduates and or students who complete programs to have. Colleges should develop methods to measure learning outcomes to determine how effectively students have learned these competencies. I think this approach is better than having the usual arguments about which liberal arts courses should be listed as meeting general education requirements."

"Liberal arts courses are designed to liberate people from conventional thinking. They allow people to exercise vision and critical thinking. The institution should emphasize the outcome it seeks for students, not narrowly channel students into specific courses."

Constance Carroll, President, San Diego Mesa College

But colleges should, in some cases, take a more active role in helping students choose their programs, Boggs adds. "For some groups of students, like many recent high school graduates, colleges should become more prescriptive and offer more structured programs. For returning students who have more specific goals, this may be less important."

Jane Hallinger, a humanities instructor at Pasadena City College, argues all students "should be exposed to the liberal arts whether they transfer, graduate or get a certificate."

A former president of the Faculty Association of California Community Colleges, Hallinger says, "I could go along with the concept that colleges should have at least two mandated classes, one in American government and the other a survey class in humanities in the arts. The values the liberal arts teach are the values essential to how we define ourselves as human beings and how we respond to others in an ethical community."

Santa Rosa Junior College, reports Ed Buckley, vice president of academic affairs, is in the second year of a study of its general education curriculum. "Community colleges must respond not just by providing the courses people want but by making sure those courses connect the basics of knowledge. I think we could do a better job, for example, of looking at what we want students to learn and forcing ourselves to be more coherent about the liberal arts and certainly about GE requirements."

Diablo Valley College's Edelstein agrees. He says his college as well as others would benefit from a review of GE requirements. "We don't talk enough about the liberal arts and what we are doing in our courses at our campus. We have a wonderful array of courses but not much of an attempt has been made to make sense of it as a coherent liberal arts experience.

"I think colleges need to offer more than the cafeteria model of general education. There's a lot of territory between the cafeteria model and saying 'These are the ten courses students must take to graduate.' I'd like to see more colleges explore that territory." ◆

"The values the liberal arts teach are the values essential to how we define ourselves as human beings and how we respond to others in an ethical community."

Jane Hallinger, Humanities Instructor, Pasadena City College

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Innovative Program Wins 1997 Workforce Development Award

GARMENT 2000, an industry-labor-education collaboration which is re-inventing the Bay Area's apparel sector, has won the American Association of Community Colleges (AACC) and the US Department of Labor's 1997 Workforce Development Award. Chancellor Del M. Anderson accepted the award for City College of San Francisco, the educational institution that manages the GARMENT 2000 program. The consortium includes the Northern California Chinese Garment Contractor Association, San Francisco Fashion Industries, Union of Needletrades Industrial & Textile Employees, the San Francisco Mayor's Office of Community Development, and the US Department of Labor District 9.

The award was conceived by former Labor Secretary Robert B. Reich to celebrate innovation in workforce development and to recognize "the role that America's community colleges can play in building the capacity of our nation's most important resources—our workers." Reich called the community colleges the "great unsung heroes of the American workforce. This award is one of the first serenades composed in their honor."

GARMENT 2000 won for its remarkable achievements in several performance areas. The program has developed a comprehensive model program which is upgrading the skills of local apparel workers—most of them individuals who have never before received any kind of training. And the program has succeeded in improving the climate in what is commonly viewed as a sweatshop industry, so that labor law compliance rates in San Francisco are now among the highest in the nation.

As an example of GARMENT 2000's current activities, the program is helping the San Francisco-based company Timbuktu establish a team-based production process where cross-trained line workers collaborate to sew high-quality, high-value bicycle bags on the latest, computerized sewing machines. While the typical sewer in the industry is unskilled, GARMENT 2000 is training Timbuktu's sewers in team building, productivity and quality control. The reward will be higher than average wages and jobs, which are considerably more challenging than the typical sewing position.

GARMENT 2000 was also selected to receive the award because the program demonstrates the essential role that the community college can play in the local economic development process. Hence, within the context of GARMENT 2000, City College of San Francisco has become not just a trainer and educator, but also a technical assistance provider, a fundraiser, a local industry expert and a developer of new models for improvements in apparel production.

Chemistry Project Promotes Active Learning

A new approach toward teaching the first two years of college chemistry with the use of classroom computers and lesson modules to promote active learning has Mt. SAC chemistry professors excited about the possibilities.

"It's exciting being at the forefront," Mt. SAC Chemistry Department Chair Eileen DiMauro said about the college's part in the Molecular Science Curriculum project being developed by UCLA and Cal State Fullerton.

Mt. SAC, Pasadena and East Los Angeles are the only community colleges among the 22 colleges the UCLA-CSU Fullerton Community College Alliance. The current collaborative effort is to restructure lower-division chemistry curriculum by combining technology, active learning approaches, and a mentor facilitator role for teachers. Through the project, students will work on computers during class-room time, and the lecture portion of the class will be replaced with lesson modules that the students will work on.

"The benefit is that the student can go at their own pace while paying attention to their own strengths and weaknesses," said DiMauro. "They can also go into the subject matter in a lot more depth."

One concern about the restructuring and the use of computers replacing the traditional lecture part of classes is that instructors will have less time with students, but according to DiMauro, teachers will actually have more contact with students than was possible before. Time formerly spent lecturing can now be used to respond to students. Access learning is another benefit of the approach.

"The students can access these modules anytime they can access the Internet," DiMauro said. There is even the possibility of study groups via the Internet among chemistry students at Mt. SAC, UCLA and Cal State Fullerton.

The first step is installation of 12 classroom computer stations for students. Overall, the Chemistry Department hopes this five-year grant project will fund 21 computer stations.

Community College League of California

1997 Annual Convention: *"THE COURAGE TO LEAD"*

Call for Presentations

November 20-22, 1997
Oakland Marriott and Convention Center

The Courage to Lead. Leadership takes many forms and has many faces. It is expressed through innovation, wise decision-making, service, integrity, and clarity of vision. The faces of leadership are found throughout the college and in the relationship between colleges and their communities.

The 1997 Annual Convention is designed for all administrators, faculty, classified staff, students, and trustees, as leaders, to share perspectives, explore ideas and celebrate accomplishments. We invite proposals for the Convention Program on key leadership policy issues and outstanding practice in the following program strands.

- Leadership and Development
  Leadership strategies and styles, organizational transformation, climate, institutional paradigms, educational reform Decision-Making and Governing
  Shared governance, decision-making approaches and styles, and governing boards
- Planning and Institutional Effectiveness
  Planning, research, program evaluation, outcomes measures, institutional effectiveness, as well as demographic, social, and economic trends.
- Teaching and Learning
  Teaching strategies, learning communities, use of technology, assessment, curriculum design
- Student Support and Success
  Student leadership, student services, climate, athletics, student development and activities
- Classified Staff
  Staff development and recognition, leadership and participation, negotiations, job design
- Policy and Finance
  State and local policy, funding, legal issues, business and administrative services
- Community and Collaboration
  Connections and partnerships with the community, business and industry, government, other educational institutions.

We encourage proposals from all segments within the colleges, as well as those who work with the colleges.

Concurrent Sessions

Concurrent Sessions on Friday, November 21 are scheduled for one hour and fifteen minutes. Sessions on Saturday, November 22 will be one hour. Those interested in conducting a preconvention workshop on Thursday, November 20 should contact Cindra Smith at the League office.

Concurrent Sessions generally have teams of up to four presenters.

Idea Displays

Idea Displays showcase specific programs or ideas in an informal setting. The displays will set up in the Educators Market Hall on Friday, November 21. Presenters prepare a visual display and are available to discuss their program or idea at the designated time on Friday. Idea Displays generally have one presenter.

Roundtable Discussions

Roundtable Discussions are designed to be highly interactive and involve participants in exploring a specific issue or topic. No audio-visual equipment is provided. Roundtable Discussions may be scheduled during any time slot, and generally have one facilitator.

Timeline

Proposals are due in the CCLC office on June 6, 1997. Decisions will be made by the end of July. Principle contacts will be notified the week of August 4-8, 1997.

Criteria for Selection

The criteria used by the League's Annual Convention Committee to evaluate the proposals are:

- Relevancy to current and future needs and challenges
- Representative of and interesting to diverse segments and groups in the colleges
- Includes evaluation information where appropriate
- Innovative, unique, or thought-provoking
- Clear and interesting proposal description

Audio Visual Equipment

All rooms will be equipped with an overhead projector. A slide projector or VCR/monitor will be provided upon request. Please plan to provide your own computer equipment and/or computer projection equipment.

Presenter Registration

Neither honoraria nor expenses can be paid to program presenters. All presenters are expected to register for the convention; a reduced registration fee will be offered. By signing the proposal, the principle contact agrees to inform all participants that they are expected to register and pay the conference fee.

Program Changes

The Community College League reserves the right to edit program titles and descriptions, to request changes in the program proposed, and to encourage joint presentations of proposals have been submitted on similar topics.

Submitting Proposals

Proposals (other than e-mail) must be submitted on the attached form. We ask that e-mailed proposals follow the same format.

Mail, fax or e-mail proposals to:
1997 Annual Convention Proposals
Community College League of California
2017 O Street, Sacramento, CA 95814
916/555-8641 Fax: 916/444-2954
e-mail: cclc@ix.netcom.com

Proposals must be received by Friday, June 6, 1997

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Community College League of California
1997 Annual Convention

"THE COURAGE TO LEAD"

Presentation Proposal

Please type or print clearly. All sections must be completed. You must use this form or recreate it on your computer. Do NOT attach separate sheets or supporting materials.

Name of principal contact _____ Title _____

Istitution/Organization _____

Mailing Address _____

City _____ State _____ Zip _____

Phone # _____ Fax # _____ E-mail _____

1. Session Format (check one): ❑ Concurrent Session ❑ Idea Display Session ❑ Roundtable

2. Title of presentation (10-word maximum):

3. Strand:

❑ Leadership and Development ❑ Decision-Making and Governing ❑ Planning and Institutional Effectiveness
❑ Teaching and Learning ❑ Student Support and Success ❑ Classified Staff
❑ Policy and Finance ❑ Community and Collaboration

4. Presentation abstract (200-word maximum):

5. Please provide a **50 word** description to be used in the convention program, should your proposal be accepted. Descriptions will be edited at our discretion.

6. List names of additional presenters. Name, title, institution/organization, mailing address & phone number **MUST** be included. Please include e-mail if available.

7. List the materials you will provide or display at the session.

8. Audio Visual Equipment. All rooms will be provided with an overhead projector and screen. Please plan to provide your own computer equipment if required for your presentation.

We will need the following additional audio-visual equipment:
❑ VCR/Monitor ❑ Slide projector ❑ Flipchart ❑ Other

We will bring the following audio visual equipment:
❑ Computer ❑ LCD projection panel ❑ Data projection system

9. Expenses and signatures

By signing below, the principal contact agrees to inform all participants listed above that they are expected to register for the convention fee and further understands that neither honoraria nor expenses can be paid to program presenters.

Signature of Principal Contact Date

Proposals must be **received** by 5:00 PM Friday, June 6, 1997 and can be mailed, faxed or e-mailed to:

Convention Proposals
Community College League of California
2017 O Street, Sacramento, CA 95814
916/444-8641 Fax: 916/444-2954
E-mail: cclc@ix.netcom.com

New Multimedia Program Benefits Students, Faculty

MiraCosta College's new Information and Multimedia Technology Program, launched this semester, has already proven to have multiple perks.

Designed to give hands-on experience to students interested in enhancing their current job skills or making multimedia a career, the IMT Program offers opportunities to work on real-world, faculty-generated projects right from the start—a tremendous learning experience for students and a bonus for instructors, many of whom have long wanted to add multimedia presentations to their teaching repertoire but simply haven't had the time or expertise to do so.

Student projects include a multimedia presentation for psychology instructor Sally Foster, demonstrating how a neuron fires; a CD-ROM for theatre instructor Larry Jorgensen, showing how to apply stage make-up; and a Web site that helps promote MiraCosta's new regional biotechnology center. There are no texts; students choose a project, determine what software they need to do it, and start studying manuals. They learn from one another, and IMT instructors provide guidance and support.

The colorful history of the "Buffalo Soldiers"—the famed African-American cavalry units that fought for the Union in the Civil War and on the plains, was recounted at Orange Coast College. OCC counselor Clyde Phillips (above) and John Mapp are members of the New Buffalo Soldiers, a reenactment group that celebrates the history of the "Black Horse Regiment."

Eight Mexican students from Universidad Technologica de Leon in Guanajuato, Mexico, observed business and technology courses, met RSC faculty and staff, participated in Associated Student's events, and enjoyed local tourist attractions as yet another phase of RSC's ongoing exchange unfolded in March. RSC Santa Ana Campus President Eddie Hernandez and President of the RSCCD Board Enriqueta Ramos, shown above, addressed a crowd at the exchange reception.

Potential Dropouts Become College Students with Groundbreaking Collaboration

The news shocked Kearny High School senior Ken Purnell. He was informed that he was not going to receive a high school diploma this June because of poor grades. There goes high school. And college? Forget it!

But Ken is among some 50 Kearny seniors given the opportunity to go to San Diego Mesa College this spring semester, despite the fact that their academic performance means no diploma on high school graduation day.

In what is believed to be the first program of its kind in California, Mesa and Kearny have reached across district lines and developed a partnership program that is designed to keep these teenagers from turning their back on education just when they need it most to make the leap into the job market.

Here's how it works:

- Kearny students are enrolled in Personal Growth 127, a three-unit course that meets two afternoons weekly at Mesa. The 3:30 p.m. start time allows students to continue their full-time studies in high school.
- Personal Growth 127 is designed to encourage and help prepare the Kearny students to enroll in a full course load this summer or fall at the community college. PG 127 examines college expectations and procedures. Teaching study skills and educational planning are also featured.
- Kearny students are allowed to register at Mesa in advance of others.
- Once enrolled full time at Mesa, tutoring and other support are provided.
- PG 127 "graduates" will be encouraged to continue at Mesa this summer and next fall.

The joint effort was prompted by San Diego Unified's new graduation requirement, which calls for at least a 2.0 GPA to receive a diploma.

Ken, interviewed after the first week of the personal growth class, said, "I might have quit high school because I was having doubts about myself. I'd like to thank the people who had this idea" to help students in his predicament. "This is a good thing, and it's giving me a little bit of direction—careerwise."

Leadership Role

Continued from page 3

others would be logical things in which the system could do better than individual colleges. System advancement initiatives would allow us to consider what are the best resources necessary to accomplish those things.

NEWS: Won't these initiatives for both system advancement and resource development require closer cooperation between the Chancellor's Office and the districts?

Absolutely. In the past there tended to be a reflex from the districts saying local control or we'll do it ourselves. Some regarded the Chancellor's Office as interfering in their activities. But I think we're seeing with these statewide initiatives the new Golden Rule: he who has the gold makes the rules. The more we are relying on strong leadership to provide funds, the more the legislature and the Governor assumes an accountability that goes through the Chancellor's Office. Working together as a system in common purpose and not at cross purposes is the key to our long term success.

NEWS: How will your new position and the challenges you've outlined for yourself benefit students?

The ability to provide additional resources to the colleges, whether they be money and equipment that shows up directly in the classroom or resources in partnerships where we're able, for example, to work on curricular development or better staff development, these will all directly or indirectly affect the students.

NEWS: I understand you are taking the lead in the Chancellor's Office in responding to the Governor's initiative to create a "California Virtual

Leadership Role

University." Tell us about that effort.

First, let me tell you what it is not. It is not a university in the sense of the Western Governor's University which is a web site where you register to be a student of that university, where you get units and graduate with a degree from that university. Instead, the Governor's proposal is to bring together courses and programs that are already being offered by California colleges and universities on the World Wide Web. The California Virtual University will then advertise and promote these courses around the world. It will be like an electronic catalog. But students will enroll in and pay fees to and receive credit from the specific college or university offering the class they sign up for.

I'm on the design committee for the project along with vice presidents, vice chancellor and academic senate presidents from UC and CSU and representatives of the independent colleges and universities.

NEWS: Does your new administrative position here mean an end to your teaching career?

Good question. I'm on an inter-jurisdictional agreement so it's sort of like the first rule of wing walking, don't let go of one strut until you've got a firm grip on the next. Right now I'm holding on to both. I'm going to see how this goes. I have a lot of options. But I taught for a long time. So in a way I've done that, been there. If this continues to be fun then I'll continue to do it. ◆

Looking to catch up, Chancellor's Office getting up-to-date computers

According to his official duty statement, Larry Toy is "responsible to lead or assist with a number of ... initiatives, such as leading the infusion of technology into the community colleges." But first he hopes the Chancellor's Office has an infusion of technology of its own.

During the interview with ***The News*** published in this issue, Toy sat in his office with two computers and a laptop. When asked why all the hardware, Toy explained he had brought in one of the computers and the laptop from home because the computer he was issued for his office is an "incredibly slow 386. That's our standard computer in this building, a slow 386." (The number 386 refers to a computer that is now about three generations behind the computer chip curve.)

Like many in the Chancellor's Office, Toy's 386 came from PERS surplus equipment. "They are surpluses from another state agency, that's how old they are."

A survey of three other units in the Chancellor's Office found similar stories but a promise of hope for its employees. In the Fiscal Policy Division, Vice Chancellor Patrick Lenz, new to the job as of April 1, said most of his employees use 386s. His office is responsible for accounting, budget, facilities and grants. "Anything we do internally is slow."

A major reason for all the old technology, says Lenz, is the dramatic cutback in state support for the Chancellor's Office, from $21 million annually four years ago to $14 million this year. "We have to weigh human resources versus technology resources. I know it's something the Chancellor will be looking at carefully."

Chuck McIntyre, director of the research and analysis unit, uses a 486, a more powerful but still dated machine. "They're limiting because they are old. We certainly could use faster machines. But, to be honest, we are more limited by the lack of staff than by the speed of our computers."

In the Management Information Services Division—the office that serves as the statewide clearinghouse for the collection, development and dissemination of data—most employees have upgraded 486s. For important data functions, the office has state-of-the-art computers and servers, reports Vice Chancellor Judy Walters. "Of course we're behind the curve. It's been one of our major concerns," says Walters, who uses a 486 in her office. "But we are moving forward on a couple of major fronts. First, we are re-wiring the building and second, we are buying new computers as the budget allows."

According to Darren Addington and Jan Paulson in MIS, the Chancellor's Office will be leasing 130 new Pentium installed computers as soon as the building is re-wired. The infusion is on its way. As Lenz points out, "A higher education system that wants to be a leader certainly needs to be up-to-date on its technology."

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Appointments

E. Jan Kehoe has been selected as the new superintendent-president of Long Beach CCD. Kehoe said she is looking forward to the challenge of a larger, urban school and has always had "a great desire to come to [Long Beach City College]."

Kehoe has been superintendent-president of Merced College since 1990. Previous to that, she was vice president of instruction at Palomar College, which she feels prepared her for a large college with multiple campuses. Kehoe begins her new position on July 1.

Born in Texas, Kehoe holds undergraduate degrees in sociology and math, a master's degree in administration of justice from Wichita State University, and a doctorate in educational administration from the University of Texas, Austin.

The California Community Colleges Board of Governors has named **Patrick J. Lenz** as the new Vice Chancellor of Fiscal Policy for the state Chancellor's Office. He has served as Deputy Staff Director of the Senate Budget and Fiscal Review Committee since 1986.

As Deputy Staff Director, Lenz was responsible for legislative coordination, oversight and processing of Senate action on the Governor's Annual State Budget. He reviewed legislation required to implement statutory changes to the Budget Act and Senate budget "veto override" legislation, and provided Senate Floor analysis for legislation related to the Budget Act.

Lenz brings to the Chancellor's Office considerable experience in higher education finance and budgeting. He served as the Senate Budget Committee consultant on higher educational issues, provided recommendations to committee members on funding for the California Community Colleges, University of California and California State University systems. Lenz also served as Chief Consultant for Senate Budget and Fiscal Review Committee Subcommittee No. 1, which reviews all state education budgets including K-12.

A product of California's community college system, Lenz earned his associate degree from West Valley College. He received his bachelor's degree in Political Science form San Jose State University.

ACCCA Presents 1997 Awards

Stratton Receives '97 Buttimer Award

Judith Stratton, superintendent-president of Barstow CCD, received ACCCA's 1997 Harry Buttimer Distinguished Administrator Award for dedicated service to her job.

"This is the Academy Award for administrators in the California community college system," said a surprised Stratton. "This kind of an award, as far as I'm concerned, is based on lots of people helping you throughout your career."

Every college for which she had previously worked nominated Stratton. She came to California from Columbia University when, on a camping trip in 1978, she learned of a job opening and applied. She said her time at Barstow, where she has been president since 1988, has been the best time in her professional life.

The Harry Buttimer Award was established in 1986 to recognize community college administrators who demonstrate integrity, principles, compassion and strength in their leadership role and for the contributions they have made to their profession.

Administrative Excellence & Leadership Awards to Berz and Lewis

Donald Berz, executive vice president of Chaffey College, and **Marjorie Lewis**, vice president of instructions and student services as Golden West College have received ACCCA's Administrative Excellence and Leadership Award for 1997.

Lewis received her award for exemplary work in instructional and student services, including coordinating the budget reduction, block grant expenditures and instructional leadership processes at the college.

Berz was cited for his outstanding service as an educator, for his record of

innovation, reputation as a mentor, and for his many professional contributions.

Friedlander First Recipient of Research Award

The first-ever Mertes Award for Excellence in Community College Research was presented to **Jack Friedlander**, vice president of academic affairs at Santa Barbara City College.

The primary objective of Friedlander's award-winning research was to field-test and validate a computer-based method for assessing the relationship between the educational attainment of students enrolled in education programs and their subsequent success in the workplace one to three years after attendance. The value of this research data was recognized in a signed agreement between the Chancellor's Office and the Employment Development Department to provide longitudinal data to all California community colleges on the post-education employment and earnings of former students.

Friedlander accepted a plaque and $500 from David Mertes, chancellor of the California Community Colleges from 1988 to 1996. ACCCA established the research award to honor his years of service to the community colleges.

Four Faculty Members Receive Hayward Award

The California Community Colleges Board of Governors presented the 1997 Hayward Award for Excellence in Education to four community college professors.

The academic senates at their colleges nominated the winners. **Peter Georgakis**, J.D. (Santa Barbara City College), **Mike McHargue**, Ph.D. (Foothill College), **Edward V. Lindley**, Ph.D. (Fresno City), and **Margaret M. Lovig** (Coastline Community College). They were chosen by a panel representing the statewide Academic Senate. Each will receive a $1,250 cash award through a $10,000 grant established by Wells Fargo bank to recognize and promote instructional excellence in the system's 106 community colleges.

A professor of mathematics at Santa Barbara City College since 1985, Georgakis was honored in part for helping develop the Excellence in Math, Science, and Engineering Program that assists underrepresented students to transfer. Georgakis stresses that developmental mathematics is vital to the community colleges' mission to expand educational and vocational opportunities. In a nomination letter, Santa Barbara City College President Peter R. MacDougal praised Georgakis as an instructor "dedicated in providing leadership for his department to increase the number of students who succeed."

A counseling professor at Foothill College in Los Altos Hills for 20 years, McHargue has developed a national reputation as "a teacher of teachers." McHargue, author of four statewide staff development grants, has given 100 "Great Teacher Seminars" across the U.S. and hundreds of conference presentations and workshops on classroom assessment techniques and instructional skills. McHargue founded the honors program at Foothill in 1985 and aided in the development of similar programs at many other community colleges. He is also the founding director of the University Learning Center at Stanford University.

As chair of the chemistry department at Fresno City College, Lindley defines his challenge as making chemistry the top priority of his students. To accomplish this goal, he encourages students to view events in context and perspective, formulate and consider options for future action, and feel comfortable with new challenges. Lindley, who has received numerous grants and honors, also serves on several regional bodies as representative of Fresno City College.

Lovig, Program Coordinator for the Legal Assistant Program at Coastline Community College in Fountain Valley, has been instrumental in course development, revision and maintenance, and enrollment growth within this program and profession. She has helped establish a Legal Clinic Practicum course that serves three free legal clinics, and a law library at the college's Huntington Beach Center. Lovig also serves on two committees that recommend budget and program priorities for the college.

The Hayward Award for "Excellence in Education" is named for Gerald C. Hayward, chancellor of the California Community Colleges from 1980 to 1985. Established in 1989, the award is presented annually to four community college instructors, counselors or librarians who are selected by their peers for demonstrating the highest level of commitment to their students, their college and their profession.

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Health Centers *continued from page 2*

Some campuses began using that money for athletic trainers and athletic physicals. We were afraid that without the regulations the fees we do get would be used for programs that would not benefit all students."

HSA has also taken the lead to get supplemental funding from the state to replace lost health fees. AB 549 would provide $6.5 million to districts that currently charge health fees but which have suffered from the BOG waivers. "I feel optimistic it will pass," says Green. "We have strong support from throughout the system."

Different facilties, services and staffing

Like the colleges themselves, health centers offer great diversity in terms of their facilities, services and staffing.

"In many ways the state is divided north and south," says Fresno City's Albright. "Generally, the centers in the south tend to be clinically-based, that is, they offer physician care on campus where students can get episodic care for illnesses like strep throat or skin infections.

"In the north, we tend to take the health education approach, so we do a nursing assessment of the students and then educate them on how to care for themselves or refer them to their own physician or to a clinic."

Says Rod Tarrer, dean of student services in the Chancellor's Office, "There are inconsistent levels of service being provided at the campuses that have centers while at others, there is no service at all. If you get ill, you almost have to be careful which campus you pick."

With community colleges serving so many low-income students who have no other readily available source of health care, Tarrer believes it critical that colleges offer health care services. "Ill students can bring to campus transmittable diseases," says Tarrer. "We run the risk of creating some real health hazards. We have too many students to ignore this."

Among the 24 colleges that don't provide health care services are the three in the Contra Costa district. Dick Livingston, a dean at Los Medanos College, says none of the colleges have ever offered health care services. "It's been the philosophy of the district that with limited resources, colleges should focus on providing educational services." Diablo Valley College President Mark Edelstein says the faculty is divided on the question whether to use funds for health care. "It's a curious position considering the fact that the most elite and focused of our higher education institutions do offer health services and have for many years."

At American River College, the vice president of student affairs, Rosemary Montijo, said the district made the decision years ago not to collect health fees. "We have a lot of students struggling to pay for college. We chose to make it a district expense and not worry about collecting enough fees to cover the costs," said Montijo. "The bottom line is that having a health center is critical to students and to the college. I would fight to keep it open. We're a little city. What city would not have a health center?" ◆

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COMMUNITY COLLEGE JOB TRAINING FUELS ECONOMIC DEVELOPMENT EFFORTS IN MANY CALIFORNIA COMMUNITIES

Tisha Brady was a high school teacher in Santa Cruz County when she decided she wanted to use her fine arts talents to build a career in the burgeoning field of computer graphics. Her first step was to enroll at Cabrillo College.

PHOTO COURTESY OF CABRILLO COLLEGE

"They have a very good computer lab," says Brady, now an employee of the Animation Farm, a multimedia design studio in Aptos. "Cabrillo has good instructors who are working in the field. You feel you're getting information that is relevant to the real world."

At the Animation Farm, the real world for Brady currently includes developing images for an animated fairy tale that will be transferred to compact disc and sold by Paramount Studios. The small, four-year old company, which has corporate clients across the country as well as in Hollywood, plans to grow into a major content developer and publisher.

Whether in Santa Cruz, Santa Clara or San Diego, community colleges like Cabrillo are helping students like Tisha Brady and local companies like the Animation Farm meet the challenges and opportunities of California's rapidly growing high-tech industry.

"At any given time, thousands of jobs paying $30,000 and up go unfilled because companies cannot find workers with the right skills," says State Controller Kathleen Connell. "These are jobs in California's emerging industries led by cutting-edge companies that are knowledge-based. These jobs are ideally filled by people with technical training of the sort that California's 107 community colleges are well positioned to provide."

Connell has initiated a program at five community colleges to partner private industry with a specific high-tech program on campus in order to promote internships, equipment and technical transfer and curriculum development. San Diego City College, for example, has

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Community College Job Training Fuels Economic Development Efforts in Many California Communities

CONTINUED FROM PAGE 1

partnered with the local bioscience industry to train technicians in the areas of biotech, biopharmaceuticals and biomedical devices and instruments. Says Ted Roth, CEO of Alliance Pharmaceutical, "A public-private partnership is the quickest and clearest solution to our need, because I firmly believe that a path to the future for the bioscience industry passes through the community college classroom."

According to Joan Stepsis, director of the college's Center for Applied Competitive Technologies, the college has also partnered with the University of Massachusetts to seek National Science Foundation funding for development of undergraduate curriculum for new manufacturing processes, including new plastics and composites. "They have discovered community colleges are where a lot of manufacturing training is taking place."

Community colleges are also where a lot of multimedia training is taking place. In San Francisco's "multimedia gulch," located south of Market Street, there are now 400 companies producing multimedia products, reports Jacqueline Shadko, a dean at City College. The college has responded to the area's fast-growing need for technical workers by creating a new multimedia studies certificate program, an interdisciplinary program that merges art with computer technology.

"Defining multimedia as a discipline is not easy," admits Shadko. "It is a confluence of text, graphics, audio, and video production authored in and for a digital/computer environment. Its very nature forces it to cross traditional disciplinary lines. Our certificate program was designed over a three-year period by a work group of some 20 faculty and administrators spanning nine departments and three schools."

The epicenter of the world's technology explosion is found south of San Francisco in Santa Clara County's Silicon Valley. There, De Anza College, San Jose City College and Mission College are right at the middle of the action.

"We want to be a major player in multimedia education statewide," says David Trend, dean of creative arts at De Anza. The college is teamed with Glendale College, College of Marin and Santa Monica College to, as Trend says, "form a virtual center for curriculum development in multimedia." The joint project, funded by an economic development grant from the Chancellor's Office, will develop multimedia curriculum and then share it with all California community colleges.

In the meantime, De Anza has developed a "seamless curriculum" with a local high school to prepare students for careers in animation. The cooperative venture, which will move students from the high school to De Anza's 10-year old animation program, is being supported by Silicon Graphics (the company responsible for many of the special effects you see on today's theater screens) and the Disney Company.

San Jose City College and Mission College are cooperating with Intel, the world's largest computer chip manufacturer, to train technicians for this rapidly expanding industry.

Greg Ohanneson, dean of applied sciences at San Jose, reports the joint venture was organized by Intel and resulted in both colleges establishing semiconductor manufacturing technician programs and setting up new labs, partially funded by Intel. The program, which is promoted cooperatively by the two colleges, requires that students attend both campuses in order to take advantage of the different equipment and classes offered in the two labs. "If they complete the degree or certificate, they have a good chance of a starting job at $30,000 plus overtime," reports Ohanneson.

Intel's workforce development manager, Cindy Campbell, says the joint venture was a logical response to the anticipated 40,000 electronic technology jobs opening up in the next five years. "We need to partner with community colleges to work with them to change their curriculum to prepare students for today's technology. Community colleges have the capability to produce these kinds of technicians. I'm very impressed with San Jose and Mission."

"IF THEY COMPLETE THE DEGREE OR CERTIFICATE, THEY HAVE A GOOD CHANCE OF A STARTING JOB AT $30,000 PLUS OVERTIME," REPORTS OHANNESON.

Santa Monica College "stars" in new Hollywood role preparing students for high-tech entertainment jobs

When Santa Monica College studied the major industries in the Los Angeles area, it became "very obvious, very quickly," says its president, Piedad Robertson, "that the motion picture industry was moving west toward the beach." In other words, toward Santa Monica, Malibu and other Westside communities served by the college.

Another fact that quickly became obvious was that the motion picture/entertainment industry was also having to go far afield to recruit the talent necessary to staff its businesses. Says Robertson, "Studios are having to recruit in Canada, Brazil and other places to fill a wide range of positions that have emerged from the advent of new media."

Santa Monica College's response was not just to provide job training for the industry but to form a unique partnership with Hollywood that will culminate with the opening of the Academy of Entertainment & Technology.

The Academy, which will be housed in a 53,000-square-foot building on 3.4 acres in the heart of the rapidly growing entertainment section of Santa Monica, is the outcome of a year-long joint venture between the college and a veritable "who's who" of major studios and related entertainment companies, including Sony Pictures, Twentieth Century Fox, DreamWorks, Warner Brothers, Disney Feature Animation, Lucas Digital and Castle Rock Entertainment.

Through classwork, internships and mentor relationships, SMC will train students in four major areas: computer animation and visual effects; new media, which includes CD-ROM computer graphics for video games; theme park and theme entertainment design and services and entertainment industry production management.

Plans for the new academy began taking shape 15 months ago when college officials met with industry representatives to discuss training needs and cooperative efforts.

"The industry told us several things," remembers Rocky Young, vice president of planning and development. "They told us there was a niche that needed to be filled training people in the technical area. USC and UCLA do a wonderful job turning out great directors and producers but what the industry is really looking for are the behind-the-scenes folks.

"They also told us that if we were going to react in a traditional bureaucratic way they weren't interested. They want action now and we've worked hard to prove we could be responsive."

One of the first steps was for several SMC faculty to work in the industry and to see first-hand the types of work being done, the equipment being used and the expectations of companies hiring new employees. These faculty, along with industry representatives, ultimately helped shape the curriculum that will be offered at the Academy.

When the college purchased a building to house the Academy, Hollywood again lent a hand. Architects from the studios helped with remodeling designs so the labs would reflect accurately the work space requirements of the industry.

While Academy students will benefit from industry-donated equipment and the commitment of student internships in the entertainment business, the bulk of funding for the project comes from a $15/unit capital outlay assessment on non-resident fees.

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n CAMPUS in the ews

PHOTOS COURTESY OF EL CAMINO COLLEGE

They Do It with Mirrors

Perry Hacking says he'll never, ever forget the thrill he felt when he peered at the moon through his own, hand-made telescope. "Of course, I'd seen the moon through larger telescopes," he said "but when I looked at it through the telescope I'd spent hours and hours figuring, the feeling was overwhelming."

Every Saturday Hacking teaches some 15 El Camino College students to achieve that very same excitement of accomplishment by grinding, smoothing, polishing and figuring their own scopes.

A faculty member since 1990, Hacking started the class as a non-credit hobby venture in 1992. But the interest and demands skyrocketed into the fully accredited Astronomy 13 class in Astronomical Optics. It meets on Saturdays, but Hacking says students become so wrapped up in their projects that they frequently ask to continue on Sundays.

Although the class begins with six-inch mirrors, it's typical for students to start making larger scopes as soon as their beginning project is finished.

The class draws all ages and all interests. Hacking recalled one young man, Andy Proctor, who brought a mirror his grandfather had started grinding years ago in the family garage. The grandfather had given it to Andy's father who just never got around to finishing. "So Andy finished it, then made a second one for his father," said Hacking.

Hacking calls the class "a very technical version of ceramics."

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They Do It with Mirrors

Students must have a comprehension of algebra and the ability to measure optics. They also must have an enormous amount of patience.

Students start with a six-inch circular mirror from a high quality glass manufacturer. They rub two glass surfaces together, coaxing the surface into something other than a sphere.

"Mother Nature tends to create the sphere, in fact making an accurate sphere is easy," said Hacking. "The real skill comes in going from the sphere to the paraboloid."

General Motors Forges Partnership with Three Colleges

After a year of reviewing community college automotive programs in California, General Motors Corporation (GM) has selected Butte, San Joaquin Delta, and Skyline colleges as national partners for the preparation and training of Automotive Technicians.

GM reviewed all National Automotive Technicians Education Foundation (NATEF) certified northern California community college automotive programs, identifying nine finalists, and announcing the three winners.

GM wants to expand this program to a national partnership with the participation of all of the major automotive manufacturers. Preliminary discussions were held in May with representatives from the three selected automotive programs, GM regional and national representatives, Chrysler regional and national representatives, and the Presidents of the California Automotive Dealer's Association and National Automotive Manufacturer's Association.

Participation in a national partnership should result in increased opportunities for student employment and staff development, as well as the additional benefit from potential donation of training materials, tools, components, and vehicles.

Opportunities for students such as this are due to instructors of the highest caliber who bring quality and excellence to the colleges' automotive programs.

College World at Cañada College—*Special Edition* **was of much interest to Cañada student Paul Tally and friends. The event, sponsored by the *San Mateo County Times*, attracted hundreds of college and high school students, their parents, the general public, and area businesses.**

Cañada combined the traditional "Transfer Day," "Back to School Night," "Parents' Evening," and "Career Faire" into one big event that featured community colleges, state colleges and state universities under one roof. In addition, high tech companies from nearby Silicon Valley had representatives showing the latest in computers and software.

OMMUNITY OLLEGE IRECTORY

Now Available On-Line

orking in cooperation with Chabot College, the League has been able to make the 1997 Community College Directory available on-line over the Internet.

The project began with a simple idea: to transfer the information already available in the League's database for use in the printed copy of the directory, to the League's Web site. Not only could each district and college keep the data on their listed personnel current, they could also add e-mail addresses—a service beyond the capacity of the printed directory.

This "simple" idea evolved into the community college directory going on-line in February. The implications for district and college convenience are enormous.

As this newsletter goes to press, 61 districts have assigned a contact person to be responsible for keeping the district and/or college information up to date and adding e-mail addresses. The contact is given a password to gain access to the page(s) for which he or she is responsible.

A planned expansion will include faculty members and classified staff. In addition, we intend to develop conference boards (a type of electronic bulletin board messaging service) which would serve groups and subgroups within the community college system greatly facilitating the exchange of ideas and information.

The on-line directory can be reached through the League's Web page at www.ccleague.org, then selecting the directory from the menu.

NEW SERVICES AND CAPABILITIES THAT ARE NOW AVAILABLE:

- Direct access to your college's directory page for easy updating and currency of information
- Links to individual district and college web homepages from the directory
- E-mail addresses *(where available)* for all listed district and college personnel
- Lists of district and college personnel that can be sorted by a variety of categories
- Lists that can be downloaded and configured for specific local purposes, such as spreadsheets, databases and mail merge functions *(to name just a few)*

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RGANIZATIONS in the ews

State and National Community College Related Organizations

The following is an update of pages 67-69 in the 1997 Community College Directory

Academic Senate for California Community Colleges (ASCCC)
Bill Scroggins, President
910 K St Ste 300, Sacramento CA 95814
(916) 445-4753 FAX: (916) 323-9867
E-mail: asccc@ix.netcom.com
Meetings: 10/30-11/1 Fall Session, LAX; 4/23-25/98 Spring Session, SFX Westin

Accrediting Commission of Community and Junior Colleges (ACCJC)
David B. Wolf, Executive Director
3402 Mendocino Ave, Santa Rosa CA 95403
(707) 569-9177 FAX: (707) 569-9179
E-mail: accjc@aol.com
Commission meetings: 1/8-9/98 and 6/8-9/98

American Association of Community Colleges (AACC)
David Pierce, President
One Dupont Circle NW Ste 410, Washington DC 20036
(202) 728-0200 FAX: (202) 293-7050
E-mail: dpierce@aacc.nche.edu
Web Site: http://www.aacc.org
Meetings: 4/25-28/98 Annual Convention, Miami

American Association of Women in Community Colleges (AAWCC)
Norma R. Goble, Director, Region IX (Coast CCD)
1370 Adams Ave, Costa Mesa CA 92626
(714) 438-4848 FAX: (714) 438-4878
E-Mail: ngoble@cccd.edu
Meetings: 10/15-18 National Board Meeting, Dallas

Asian Pacific Americans in Higher Education (APAHE)
Audrey Yamagata-Noji, CC Chair (Mt San Antonio College)
1100 N Grand Ave, Walnut CA 91789
(909) 594-5611 x4505

Association of California College Tutoring and Learning Assistance (ACCTLA)
Dean Mancina, (Golden West College)
15744 Golden West St
Huntington Bch CA 92647-0592
(714) 892-7711 FAX: (714) 895-8243

Association of California Community College Administrators (ACCCA)
Susan Bray, Director of Operations
2017 O St, Sacramento CA 95814
(916) 443-3559 FAX: (916) 443-1817
E-mail: sbray@accca.com
Web Site: http://www.accca.org

Association of Chief Business Officials (ACBO)
Tom Donner, President (Santa Monica CCD)
1900 Pico Blvd, Santa Monica CA 90405
(310) 452-9201 FAX: (310) 452-9386
E-mail: tdonner@smc.edu
Meeting: 10/19-22 Fall Conference

Association of Community College Trustees (ACCT)
Ray Taylor, President
1740 N St NW, Washington DC 20036
(202) 775-4667 FAX: (202) 223-1297
E-mail: rtaylor@acct.org
Web Site: http://www.acct.org
Meetings: 10/15-18 Annual Convention, Dallas

Association of Community & Continuing Education (ACCE)
Lynda Lee, President (MiraCosta College)
320 N Horne St, Oceanside CA 92054
(760) 795-8721 FAX: (760) 795-8730
E-mail: llee@mcc.miracosta.cc.ca.us

Association of Instructional Administrators (AIA)
Diane Sharples, President (College of the Sequoias)
915 S Mooney Blvd, Visalia CA 93277
(209) 730-3790 FAX: (209) 730-3894
E-mail: diannes@giant.sequoias.cc.ca.us

Black Association of California Community Colleges (BLACCC)
Venese Metcalf, Acting President (Modesto Junior College)
435 College Ave, Modesto CA 95350
(209) 575-6900 FAX: (209) 575-6565
E-mail: venese.metcalf@ccc_infonet.edu

California Association of Community College Records & Admissions Officers (CACCRAO)
Jerry Fisher, President (Solano College)
4000 Suisun Valley Rd, Suisun CA 94585
(707) 864-7113 FAX: (707) 864-7175

General Interest Meetings/Conferences

Community College League of California (CCLC)
Student Trustee Orientation: 8/16-17, Orange County
Annual Convention: 11/20-22, Oakland Marriott
Trustee Orientation Workshop, 2/7/98 Sacramento
Legislative Conference, 2/8-9/98, Sacramento
Trustee Conference (CCCT), 5/15-16/98 US Grant, San Diego

California Community College Chancellor's Office (CCCCO)
1997 Dates: Consultation Council, Sacramento: 7/17, 8/14, 9/18, 10/16, 11/20
1998 Dates: Consultation Council, Sacramento:
1/22, 2/19, 3/19, 4/23, 5/21, 6/18, 7/23, 8/20, 9/24, 10/22, 12/3
Mega Conference: April 1998

Board of Governors (BGCCC)
7/9-10 Board Meeting, Sacramento
9/10-11 Board Meeting, Orange Coast College
11/12-13 Board Meeting, Sacramento
1/12-13/98 Board Meeting, Sacramento
3/9-10/98 Board Meeting, Sacramento
5/11-12/98 Board Meeting, Sacramento
7/13-14/98 Board Meeting, Sacramento

RGANIZATIONS in the ews

California Association for Institutional Research (CAIR)
Scot L. Spicer, President
slspicer@glendale.cc.ca.us
David Torres, CC Liaison
dtorres@rccd.cc.ca.us
Web Site: http //www.cair.org
Meetings: 11/19-21/97 Annual Conference, San Francisco; 4/3/98 Professional Development Workshop

California Association of Postsecondary Educators of the Disabled (CAPED)
Gail Conrad, President (San Diego Mesa)
7250 Mesa College Dr
San Diego CA 92111-4998
(619) 2795668 FAX:

California Assoc of School Business Officials (CASBO)
Ted Witt, Executive Director
1531 I St Ste 310, Sacramento CA 95814
(916) 447-3783 FAX: (916) 447-3794
E-mail: tedwitt@casbo.org
Meetings: 11/12-13 Symposium; 4/17-21 Annual Conf

California College & University Police Chiefs Association (CCUPCA)
Ted Romas, President
(Irvine Valley College)
5500 Irvine Center Dr, Irvine CA 92720
(714) 559-9300

California Colleges for International Education (CCIE)
Piedad Robertson, President
(Santa Monica College)
Rosalind Latiner Raby, Communications, LACCD
770 Wilshire Blvd, Los Angeles CA 90017
(213) 891-2288 FAX: (213) 891-2150
E-mail: rabyrl@aol.com
Meetings: 11/20 Annual Mtg at League Conv; other meetings TBA

California Community College Association for Occupational Education (CCCAOE)
Lila Eddington, President (Rio Hondo)
3600 Workman Mill Rd, Whittier CA 90601-1599
(562) 692-0921 FAX: (562) 908-3403
Meetings: 10/8-10 Annual Conference, Palm Springs

California Community College Association of Academic Advisors for Athletics (CCCAAAA)
Evans Roderick, President
(Mt San Antonio College)
1100 N Grand Ave, Walnut CA 91789
(909) 594-5611 x4394 FAX: (909) 468-3930
E-mail: eroderic@msac.mtsac.edu

California Community College Chief Student Services Administrators Association (CCCCSSAA)
Patricia L. Griffin, President
(College of San Mateo)
1700 W Hillsdale Blvd, San Mateo CA 94402
(415) 574-6118 FAX: (415) 574-6244
E-mail: griffin@smcccd.cc.ca.us
Meetings: 7/28-29 Board Retreat, Santa Barbara

California Community College Classified Senate (4CS)
Mary Thompson, President
(Chaffey College)
5885 Haven Ave
Rancho Cucamonga CA 91737
(909) 941-2624 FAX: (909) 941-2326
E-mail: mthompson@allin1.chaffey.cc.ca.us

California Community College Council for Staff Development (CCCC/SD)
Eleanor Gajewski, Chair
(Golden West College)
15744 Golden West St,
Huntington Beach, CA 92647
(714) 895-8139 FAX: (714) 895-8989
E-mail: eleanorg@cccd.edu
Meetings: 9/12-13 So Regional Workshop, Santa Barbara; 3/8-10/98 Spring Conf Lake Arrowhead (info: Roberta Holt, (213) 666-6379)

California Community College Counselors Association (CCCCA)
Susan McGarey, President
(Antelope Valley College)
3041 West Ave K, Lancaster CA 93536-5426
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California Community College Early Childhood Educators (CCCECE)
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4000 S Rose, Oxnard CA 93033
(805) 986-5800 x1937 FAX: (805) 986-5806
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California Community College Economic Development Network (ED>Net)
Jean Petty, Executive Director
390 W Fir Ave, Ste 204, Clovis CA 93611
(209) 297-6000 FAX: (209) 297-6011
E-mail: helpdesk@ednet.cc.ca.us
Web Site: http://ednet.cc.ca.us
Meetings: refer to calendar on the Web site

California Community Colleges Extended Opportunity Programs & Services Association (CCCEOPSA)
Carmen Solom, President
(Cuyamaca College)
900 Rancho San Diego Pkwy
El Cajon CA 92019-4304
(619) 660-4203 FAX: (619) 660-4399
Meetings: 10/14 Conf, Costa Mesa; 3/31/98 Mega Conf, Sacramento

California Community College Foundation (CCCF)
David Springett, Executive Director
717 K St Ste 320, Sacramento CA 95814
(916) 446-5881 FAX: (916) 446-5885
E-mail: 76547.747@compuserve.com
Meetings: 11/5-9 Fall Symposium

California Community College Independents (CCCI)
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California Community College Real Estate Education Center (CCCREEC)
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California Community College Student Affairs Association (CCCSAA)
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California Community College Student Financial Aid Administrators Association (CCCSFAAA)
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PEOPLE News

CEO Appointments

Steven F. Arvizu is the new president of Oxnard College. Arvizu comes to Oxnard from CSU Monterey Bay where he was executive vice president/special assistant to the chancellor.

From 1984 to 1993, he held the position of CSU Executive Fellow/Dean-Graduate Studies & Research in the office of the Chancellor at CSU Bakersfield. Although his background is predominantly at the university level, he has had the advantage of considerable interface with the community college system.

In addition to extensive postdoctoral work, which includes programs at Harvard University, Arvizu has a Ph.D. in anthropology from Stanford University. He also has masters degrees in anthropology from Stanford and social science from CSU Sacramento. His B.A. in Education was earned at Fresno State College and he has an A.A. from Bakersfield College.

Earl "Joe" Johnson, president of Clark College in Vancouver, Washington for the past 15 years was selected as the new chancellor-superintendent of the San Mateo County CCD.

Although currently a Washington State resident, Johnson has strong ties to California and extensive community college experience in this state. Before his appointment at Clark, he served eight years as associate dean of administrative services at Santa Rosa JC. Prior to that, he was director of planning and development at Cerritos College. He began his career in education teaching sociology and personnel management at Palo Verde College.

Johnson holds a doctoral degree in higher education from UC Berkeley, a master's degree in labor and industrial relations from Michigan State University and a bachelor's degree from UOP in Stockton.

Raghu P. Mathur, Irvine Valley College professor of chemistry and chair of the School of Physical Sciences and Technologies, has been appointed interim president of IVC.

Mathur began teaching chemistry at IVC in 1979. Since his appointment to the faculty, he has served as president, vice president and clerk of the Academic Senate and director of the IVC Tech Prep Consortium. Mathur was a member of the Saddleback Valley Unified School District Board of Trustees from 1983 to 1992. He also served two terms as president of the Coastline Regional Occupational Program Board.

Mathur holds a bachelor of science degree with honors in chemistry, geology and geography from Banaras University in Banaras, India, a master of science degree in chemistry from CSU, Fresno; and is in the process of completing his doctorate in higher education administration through Nova Southeastern University in Florida.

Yosemite CCD has appointed **Jim Riggs** as president of Colombia College.

Currently serving as vice president of education and student services at Lincoln Land Community College in Springfield, Illinois, Riggs is familiar with the California community colleges having held positions at Yuba and Merced colleges.

Riggs is known for his work in integrating technology into the teaching/learning process and in student support services, for creating innovative faculty development programs, and for developing partnerships with business and industry. His colleagues universally praise him for his ability to work with diverse groups of people and bring them together in a positive climate.

A community college graduate, Riggs earned his bachelor's and master's degrees in music from Eastern Washington University and doctorate of education in commu-

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nity college leadership and curriculum from the University of Southern California.

Serafin A. Zasueta has been appointed Superintendent/President of Southwestern CCD.

Zasueta returns to Southwestern from Cerritos College where he has served as provost/vice president of academic affairs since 1993. He also served as acting vice president and dean of instruction at Irvine Valley College, 1991-1993. Zasueta was professor of developmental psychology at Southwestern College from 1974-1987. Until he left in 1991, he was the first dean-director of the college's education center in San Ysidro where he helped plan and develop the center built by the college on the site of the 1984 McDonald's tragedy.

A San Diego native, Zasueta is a community college product. He received his AA degree at Grossmont College, and his bachelor's and master's degrees at San Diego State University. Zasueta earned his Ph.D. in clinical psychology from the California Professional School. In addition to postdoctoral studies at UCLA, he was a Kellog Fellow, a Ford Fellow, and earned a certificate in educational management in lifelong learning from Harvard University's Graduate School of Education.

Other Appointments

Brice Harris, chancellor of the Los Rios Community College District, has been appointed chair of the Public Policy and Governmental Relations Committee of the American Association of Community Colleges (AACC).

Current legislative goals include: Increased funding for the federal Pell Grant Program; the establishment of education and job training as top federal budget priorities; the reauthorization of the Higher Education Act; revision of the tax code to provide tax credit for college tuition and deductions for interest on student loans; and continued support for the National Endowment for the Humanities and National Science Foundation.

Two California Students Named to All-USA Academic Team

Victoria A. Monds

Two students from the All-California team were named to the All-USA Academic Team: **Victoria A. Monds**, Napa Valley College and **Leslie A. Welser**, Feather River College. Both students carry a 4.0 GPA.. Monds, 34, is majoring in electrical engineering and computer science and Welser, 18, is a double major in physical science (physics) and liberal studies.

The Community College League of California congratulates these two students, and the 22 students who made the All-California first team and the 39 who were selected for the second team on their achievements and superb academic success. These students were honored at an award ceremony in Sacramento in April where each was presented with a medallion of honor and a cash stipend.

Leslie A. Welser

Phi Theta Kappa is an honorary society at two-year colleges. Selection for the All-California and All-USA Academic Teams is based on students' grades, academic awards, leadership roles, and community service. For information on how your college can begin a Phi Theta Kappa chapter, contact Judy Ryan at Fresno City College, (209) 442-4600.

Two Californians Honored by ACCT

Winners of the 1997 Association of Community College Trustees (ACCT) Pacific Region Awards include **Don Ross,** trustee, Antelope Valley CCD who won the Trustee Leadership Award and **Sally Flotho,** professor of library science, Golden West College who won the Faculty Member Award.

Ross and Flotho were selected by a special awards committee in the Pacific Region composed of trustees and presidents, and were chosen for their dedication, innovation, excellence, and leadership.

In Memoriam

Earl L. Klapstein, chancellor emeritus of the Los Rios Community College District, passed away in Lodi, California on April 28. He was 75 years old.

Chancellor of the Los Rios district from 1976 to 1981, Klapstein was a nationally-respected educator and community college leader, having served as president at colleges in Washington and Oregon before coming home to California to lead the Los Rios district.

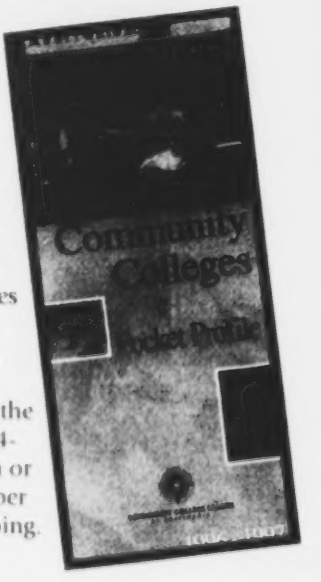
Among Klaptein's major contributions to the American community college movement are the number of community college leaders who trained under Klapstein as faculty and administrators and who later became college presidents or chancellors. There are ten former colleagues of Klapstein who went on to serve in top leadership roles. In California, those include Bob Jensen, former Chancellor of the Contra Costa district, now in Arizona; Bill Stewart, Chancellor, State Center CCD; Margaret Gratton, president of Orange Coast College; Marc Hall, former president of Cosumnes River College; and Gary Edelbrock, former president of Allan Hancock College.

Pocket Profile Can Help Boost Enrollment, Make Friends

Community college CEOs, vice presidents, public information officers and program directors are finding the League's California Community College Pocket Profile an effective tool for recruiting students and building visibility in the community.

More than 2,000 copies of the 12-page information booklet have been distributed to districts around the state.

Districts are using them in student recruiting packets, particularly when responding to requests from out-of-state and foreign students. The booklets are also being used in fundraising campaigns, as a handout at service club meetings and for distribution to the general public on campus and at college information booths, and to present to legislators, local elected officials and newspaper editors.



Pocket Profile includes facts and figures on the mission of community colleges, demographic information about students, program descriptions, degrees and fees.

To obtain additional copies of Pocket Profile, call the League at (916) 444-8641. Orders of ten or more are 85-cents per booklet, plus shipping.

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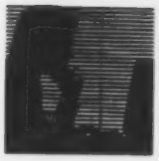
Districts Move Aggressively To Prepare Campus and Faculty for Technology Revolution



Connecting 150 miles of UTP copper and fiber-optic cable to 2,700 work station outlets linked by 126 electronic devices housed in 62 wiring facilities sounds complicated and expensive. And it is. But, says Peter Morrison, an English and humanities instructor at Irvine Valley College, the bottom line won't be found in dollars and cents but in teaching and learning.

"Teaching and learning takes place when students and faculty work together creatively to make this new technology capability enhance the classroom experience," explains Morrison. "What this districtwide technology initiative does is make that opportunity universally available to faculty and students at both our colleges."

The $6 million technology initiative by South Orange County CCD (SOCCCD), which includes Irvine Valley College and Saddleback College, upgraded and replaced computing equipment and systems. The investment, says South Orange County Chancellor Robert Lombardi is critical. "I felt it was vital that we move forward with technology at our colleges. To prepare our students for today's high-tech work environment, our colleges must have the resources to offer students training and education in the new technologies."

SOCCCD is just one of several California community college districts that have moved aggressively in the past year to ensure faculty and students have a running start on the information superhighway. Their new system, which was funded by certificates of participation (COPs), will allow faculty to access the latest educational software, library connections and the World Wide Web and bring the information to students in the classrooms and, in some cases, their homes. Students with network access will be able to communicate with faculty and receive and submit assignments from off-campus sites. On-line registration and distance learning will also be possible on the new network.

Cabrillo College went to the public and asked for financial support when it wanted to upgrade and expand its computer capabilities. In a year, the college raised $1.2 million and opened its new Computer Technology Center.

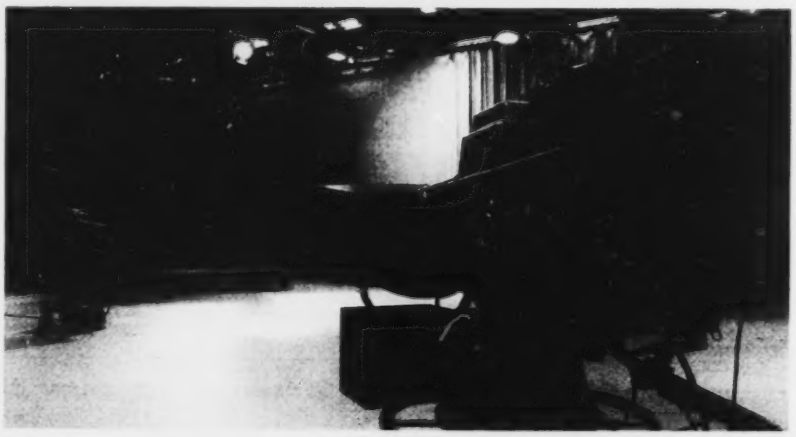
The center, reports Rock Pfotnehauer, dean of occupational

programs, will be used by students in almost all campus programs, including music, archeology, desktop publishing, engineering and contract education. "We've gone from 100 old computers to 200 new machines," says Pfotnehauer. "We're now serving 4,000 students across the curriculum."

To better serve its 77,000 students, City College of San Francisco in March adopted a comprehensive plan to help the institution integrate technology into the curriculum and students services. The plan was three years in the making and calls on the college to provide the physical infrastructure and technical support necessary for accessible technology and increased opportunities for faculty and students to use education technology.

"Smart people are saying there is no definitive evaluation that says education technology is better than face-to-face teaching," says Robert Gabriner, director of research and planning. "But there is a juggernaut that says technology is here and we have to deal with that reality."

In June, San Francisco voters helped push the college into the fast lane of that reality by passing a bond measure providing CCSF with $16.5 million for infrastructure construction. The college now must find an additional $4 million, says Gabriner, for equipment and staffing.



South of San Francisco, in the Silicon Valley, Mission College is recognized by the computer industry as one of the nation's most "wired" community colleges. The May issue of ***Yahoo!*** magazine ranked it third nationally.

Bruce Judd, the college's instructional technology and distance learning officer, says Mission has 900 computers hooked up to its network. Its sister college, West Valley, has an additional 1,100. The district has installed a $2 million fiber-optic cable network at both colleges that moves data around campus at the speed of light.

"Mission College faculty love it. They're a bunch of radicals who came here to do something different," explains Judd. "They were the driving force behind integrating technology into the whole educational experience."

Every Mission College faculty member has a computer on his or her desk. There are eight computer teaching classrooms on campus. Nearly every class uses educational technology of one sort or another, including on-line "chat groups," e-mail between students and students and faculty, research on the Web, development of computer graphics for classroom presentations and, for ESL students, "share writing," the process of writing and then reading and editing each other's English-language papers.

technology. Says Jane Patton, a faculty member in the communication department and the Title III director, "The faculty have become increasingly aware of the possibilities of technology as their skill levels have improved. Everyone, for example, wants to use the multimedia capabilities of the computer teaching classrooms. But it is the students who benefit most as a result of more computers, easier access and increased communication through e-mail with faculty."

High Tech Entertainment Jobs

CONTINUED FROM PAGE 3

The college also received notice this spring that Governor Pete Wilson has proposed that $1.25 million from his $15 million for Economic Development Regional Centers go to the Academy. Said Wilson, "The Academy will help address the workforce shortage in California's rapidly growing entertainment and multimedia industries while bringing into the pipeline students who would not otherwise have access to these rewarding and high-paying jobs of the future."

Robertson, in fact, credits Wilson and others in Sacramento, including CPEC and the Board of Governors, with helping make the Academy a reality in such a relatively short time. "They pushed the envelope to get this done," says the SMC president. "You cannot wait if you want to respond to industry. They cannot wait. In five years, the industry will be very different. We did not have the luxury of waiting for the normal processes associated with starting new higher education programs."

The response from prospective students of the Academy has been just as rapid and enthusiastic. According to Dale Franzen, co-director of the Academy, over 500 applications have been received for the 150 seats in the first class. The successful applicants will be selected by a committee of faculty, administrators and industry representatives. Eventually, 700 will be enrolled.

"The Academy," says Ken Williams, executive vice president of Sony Pictures Entertainment and a member of the Academy's advisory board, "can only help - both our industry and the young people searching for their entry into it. SMC is in a unique position to not only teach the technical skills we need, but also to provide some of the higher education that people we hire off the streets aren't bringing with them."

Adds Barry Armour, head of technical directors at Lucas Digital/Industrial Light & Magic, "The Academy will be graduating people with a very distinct body of knowledge that has been designed by the folks who are going to hire them. Sony, Disney, DreamWorks, everyone seems to be extremely excited about seeing this Academy succeed."

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Community College League of California

TheNews

COMMUNITY COLLEGE ART FACULTY BRING CREATIVITY, PRESTIGE TO CLASSROOM

Artist and art teacher Terry Turner was recently asked to paint a mural of the Madonna for a new church in Oakland. "I'm not really a religious person but I found the challenge interesting," says Turner, who has taught for Yuba College at its Woodland Campus for 21 years.

ON CAMPUS

"THE COURAGE TO LEAD"– ANNUAL CONVENTION

ONLINE COURSES

PEOPLE IN THE NEWS

His first step was not to pick up a paintbrush but to get on the Internet in search of examples of a Black Madonna. "The church is located in an African-American neighborhood," he explains. The pastor first had to approve Turner's six-foot mockup before Turner and three helpers, including his 19 year old son, began the three-month process of painting the 12-foot by 24-foot acrylic mural.

Turner is part of a large and impressive list of California community college art faculty whose work can be seen currently in churches, galleries, museums, private homes, and public meeting places in this country, Europe and Japan. Not only are they accomplished artists, but also they are teachers, helping to pass their talents and enthusiasm on to the next generation of artists.

Robert Burridge, for example, had been making a living as an artist for many years when Allan Hancock College asked him to teach. "The students wanted to learn from someone who had painted professionally," says the artist. "I teach the process I go through and the great time I have creating my work."

A SECTION OF TERRY TURNER'S "BLACK MADONNA" A MURAL PAINTED FOR THE UNITED CHURCH OF CHRIST IN OAKLAND.

Burridge has an exclusive agreement with a San Francisco gallery to sell his work; images of everyday objects—fruits and vegetables, cups, chairs and tables—rendered in watercolors or acrylics. He also teaches workshops around the country and is the author of a soon-to-be-released book on painting techniques.

CONTINUED ON PAGE 2

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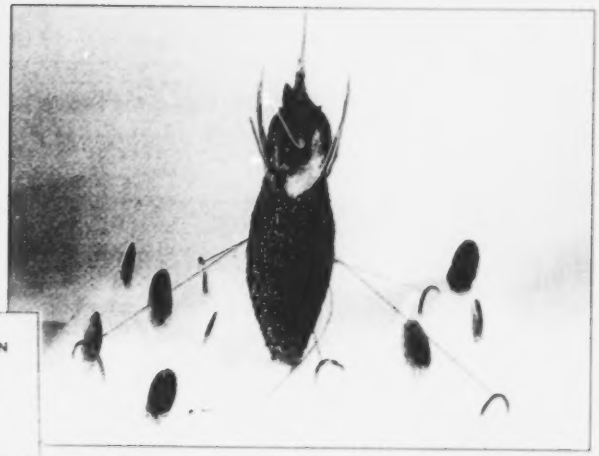
TheNews

Community College Art Faculty Bring Creativity, Prestige To Classroom

CONTINUED FROM PAGE 1

PRINTS OF "LUNCH BREAK" BY ROBERT BURRIDGE, COMMISSIONED BY STARBUCKS COFFEE FOR THEIR CATALOG.



"TRANSCENSION" BY VIVIEN LEIGH VAUGHAN IS MADE FROM FIBERS, AND OTHER NATURAL MATERIALS.

Southwestern College's Vivien Leigh Vaughan works with fibers and other natural materials to create three-dimensional sculptural forms that depict love, pain and sacrifice. "My work is most concerned with archetypal images, metaphorical content and spiritual connections," she explains. "Although I use a variety of techniques, most of my pieces are twined or coiled."

Teaching and creating are part of the same process, she says. "My imagination is more inclined to stay alive and vital as a working artist. It is very important that an artist and teacher be flexible and changing and always seeing new ideas. It helps me to stay open to my students and to be able to draw out of them what lies inside."

A much more traditional art form–furniture building–is turned on its head at a current retrospective at the Oakland Museum featuring the work of Saddleback College instructor John Cederquist. The show features 40 pieces of Cederquist's witty, illusionistic furniture.

His "Deconstructionist Saw Chair," for example, appears to be a pile of boards being ripped apart by circular saw blades. Flat plywood cutouts look like bulging, three-dimensional pipes emitting fanciful puffs of steam. Cederquist uses traditional furniture forms as starting points for his wry investigations into the nature of reality and illusion. The works are constructed with hand-laminated hardwood veneers glued to a plywood body. The artist then tints, grooves, and epoxies the veneers to create two-dimensional surface images that defy their three-dimensional forms. The show moves to the National Museum of American Art at the Smithsonian in 1999.

Another traditional art form, photography, is the medium used by College of San Mateo instructor Richard Lohmann. But Lohmann uses a technique invented in 1861 and rarely used in today's art world—hand coated platinum prints.

His camera, a 1926 cherrywood frame Korona Banquet View, uses 12 by 20-inch negatives. Since he does not enlarge or reduce when printing the negatives, he composes the final picture in the viewfinder. An unusual developing process results in glossy prints that feature warm, brown tones and a "romantic quality that transcends photography. A lot of people look at them and think they are looking at etchings."

Keith Batcheller's art is probably the most publicly recognizable of any community college art faculty working today. While teaching part-time at Mt. San Antonio College, Batcheller stays busy as a free-lance artist, illustrator and graphic designer doing movie posters, video box art and toy packaging. His current list of clients includes Disney, Warner Bros., and Mattell. His next project will be the art work for the "Hercules" movie video box.

"When I was a student at Mt. SAC and other institutions, I was very fortunate to have teachers who were

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RICHARD LOHMANN "GLACIAL MELT, CANADIAN ROCKIES"

very generous and giving," recalls Batcheller. "I work alone in my studio a lot, so it's nice to get out and give back to my students some of the tricks of the trade I've been taught and have learned over the years."

The work of James Russell, an instructor at El Camino College, is the winner in terms of sheer size. His stainless steel sculptures, which have been commissioned by business, government and universities, are sometimes three or four stories high. "I don't think of them as abstract," he says of his work. "They are like human beings, capable of both concave and convex movements. My artwork looks for harmony."

A former El Camino student himself, Russell uses students to help create his sculptures. On one of his recent commissioned works, he

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KEITH BATCHELLER "POCAHONTAS"

©DISNEY

SACRAMENTO CITY COLLEGE'S FLOURISHING ART TRADITION

In the early 1950s, John Matthew, an administrator at Sacramento City College, hired a young local artist named Wayne Thiebaud to teach art classes on campus and the rest, as they say, is art history.

Thiebaud, and later Gregory Kondos and Darrell Forney, all taught at City College while making major contributions in their creative fields as members of the "Sacramento Valley School" of art. The fact that three such distinguished painters taught at the same college, says Forney, is not a coincidence.

"Wayne was recruited by Matthew who deliberately set about after the Second World War to hire active practicing artists," Forney explains. "Greg and I were both students at City College and were attracted by the work and attitude of the art faculty."

Thiebaud's figures, still lifes, city scape and landscapes are part of museum and private collections throughout the world. His work, "Cakes", in the National Gallery is reported to have cost the Washington, D.C. museum more than $1 million. *New Yorker* art critic Adam Gopnik wrote, "Thiebaud's touch always reminds you of what made oil painting catch on in the first place."

Thiebaud in turn recruited Kondos to the City College art faculty in 1956 where Kondos taught until 1982. During those years Kondos built an international reputation for his intense, vibrant Greek mosques by the sea and Central Valley nature scenes. His work is found in private collections around the world and in museums throughout the country. In 1993, he was presented a special award by the American Academy of Arts and Letters for his contributions to the American art world.

Forney still teaches at City College but only part time. He began in 1966 after studying at the college under both Kondos and Thiebaud. His paintings, many done with an element of collage, are described by the artist as combining "dissociated or disparate images on one canvas. A watermelon and a can-opener, a ballet slipper and an ear, a ventriloquist and a red pepper. I do these things because I've never seen them together before."

Forney says the legacy of the art faculty at City College has been to pass on to the next generation of young artists "contemporary visual ideas and the wonderful spark a teacher can share with a student."

ONE OF WAYNE THEIBAUD'S ETCHINGS FROM HIS "DELIGHTS" COLLECTION.

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TheNews

n CAMPUS ews

DOES ART IMITATE SCIENCE OR IS IT THE OTHER WAY AROUND?

Paint, nail polish remover and motor oil are part of two new chemistry courses being offered this fall at Sacramento City College. Art and Chemistry and Applied Environmental Chemistry will give students new insight into some common, everyday products.

Chemistry instructor Susan Roper and her students are examining the chemical nature of artists' materials in the new Art and Chemistry class. "It just fascinates me how changing the chemistry of artists' materials changes the outcome and therefore the impression of the viewer," she said.

Always trying to find ways to get students interested in chemistry and see it as part of their world instead of something done in beakers at Lillard Hall, Roper's goal is "to give the regular student an appreciation of the fun of chemistry."

The course will examine the parallels of art and chemical principles. Roper will begin with a little physics—defining light, color and absorption versus reflection. For example, color in a painting is the result of light being absorbed and reflected by pigments in the paint.

Pigments in art are an introduction to compounds in chemistry. Compounds can be metallic or organic and are used to make paint using binders like linseed oil, acrylic or gum. According to Roper, using different binders changes the colors of the same pigments used in oil, watercolor and acrylic paintings.

Roper's course also will examine the chemical nature of such artists' media as paints, glazes, ceramics, glass, photography and dyes. "I see it as a lab-based class that is kind of chemistry and kind of art," she said. "Look at the chemistry of dyes. Why is silk such a great recipient for dyes whereas others fibers like polypropylene are not very good recipients?"

Roper decided to create this course after attending a similar one at Harvard University in 1996. "I was thrilled because I am very interested in the connections between chemistry and culture, chemistry and the humanities. I think it's a great thing to link them."

If the artist gains insight through Roper's course, then cosmetologists and auto mechanics will better understand how the chemicals they use affect the environment in the new course taught by Anthony Squillace, a retired chemistry researcher. Squillace said students will analyze the environmental impact of various consumer products. Students will have a better understanding of their own fields of studies. Squillace said cosmetology students, for example would understand better how nail polish remover affects their clients.

This course will provide knowledge in the chemicals used in cosmetology, waste water treatment, medical wastes from hospitals and laboratories, and waste products from automobile repair shops. Squillace said the old days of using products and then cleaning the resulting pollution are gone. "The knowledgeable consumer will have an idea of how to prevent pollution," Squillace said.

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Sculpture Park—A Gift to the Community

Cerro Coso College recently opened a delightful public space—the *Luis Miro y Acevedo Sculpture Park*, named for the college's very talented, onsite landscape architect/artist, Luis Miro.

The park is the idea of art instructor, Paul Meyers, through whose hard work and dedication it became a reality. There are eight sculptures by Meyers and his students, ranging from the expressively abstract to the detailed and realistic. The sculptures are set against the dramatic backdrop of the Eastern Sierra.

Meyers has taken the park one step further in uniqueness by making it available over the Internet. Anyone may visit anytime at *www.cc.cc.ca.us/sculpture/park.html*. Take a look.

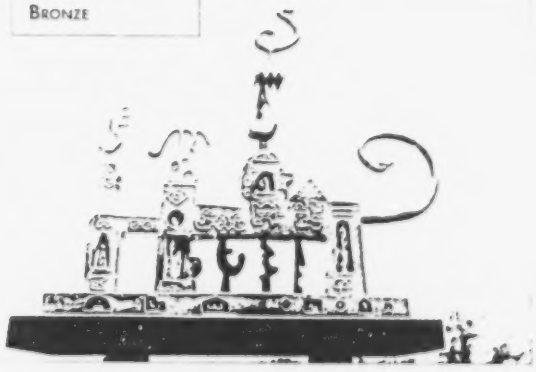
Tonya Ragir
"Vicky"
Bronze

Paul Meyers
"Sunset Eastern Sierra"
Steel

Sandy Decker
"Sand Dancer"
Bronze

Michael Franz
"Cooperation"
Bronze

Inez Johnston
and John Berry
"Persepolis"
Bronze



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Ventura College Hosts 1997 Stand Down

Ventura College hosted the fifth annual effort to help homeless veterans in the counties of Ventura, Santa Barbara, San Luis Obispo and Los Angeles. The event, christened "Stand Down" in reference to military terminology for moving from a combat situation to one of safety and security, was held in July on the college football field.

During the three-day relief effort, homeless veterans lived on campus in military-style tents and had access to campus locker rooms and shower facilities. Working in conjunction with dozens of public and private agencies, Stand Down 1997 provided 200 plus homeless veterans with a variety of services ranging from a shower and a meal to medical attention and legal help, and a range of other government and social services. A unique component of the program is the "court" that is set up on site. This is made possible by volunteer lawyers and judges and addresses outstanding misdemeanor warrants and convictions. The court is linked via computer to the county's judicial system.

The first Stand Down was held in San Diego in 1987. This year 90 are taking place across the nation. Since its beginning in 1993, Ventura County Stand Down has helped approximately 800 veterans.

Full speed ahead for Passport to College program

Raymond Orbach, Chancellor at University of California, Riverside, announced that UCR will be joining RCC in the Passport to College program.

This innovative partnership of Riverside Community College, Riverside County Office of Education and six area unified school districts targets each of the region's 5th graders, offering a series of programs and activities to promote college as the students journey from 5th-12th grade. Those students who successfully complete the Passport to College program will be offered a two-year tuition and fee scholarship to Riverside Community College. In support of Passport to College, Orbach announced that UCR will offer an annual $1,500 scholarship for two years to every participating student who completes two years at RCC and then transfers to UCR.

Chancellor Orbach made his announcement on May 1 at West Riverside Elementary School. Following the announcement, students rubbed a Lamp of Learning symbolizing the awakening of their "educational genie" and the fulfillment of their dream of a college education.

In another major development, the Weingart Foundation announced a gift of $136,416 to support Passport to College program activities over the next two years. The Weingart Foundation is a private foundation, based in Los Angeles, which supports a variety of non-profit agencies and charitable organizations serving Southern California children and youth. The grant boosts the total raised for Passport to College to $750,000 — halfway toward the goal of $1.5 million needed to support the program.

HE OURAGE

1997 Annual Convention November 20-22

Oakland Marriott and Convention Center

We invite you to the League's 1997 Annual Convention: *The Courage to Lead.* Leadership takes many forms and has many faces. It is expressed through innovation, wise decision-making, service, integrity, and clarity of vision. The faces of leadership are found throughout the college and in the relationships between colleges and their communities.

The Annual Convention is designed for all administrators, faculty, classified staff, students, and trustees who, as leaders, come together to share perspectives, explore ideas and celebrate accomplishments. The Convention Program speakers will focus on key leadership policy issues and the program sessions will reflect outstanding practice.

Peter Block
"Leadership – the Courage to Serve"

"Stewardship is a way to use power to serve through the practice of partnership and empowerment," author, consultant and lecturer Peter Block has written. "This is the alternative to the conventional notions of 'strong leadership' for implementing changes. The intent is to redesign our organizations so that service is the centerpiece and ownership and responsibility are strongly felt among those close to doing the work."

Block, will give the luncheon keynote address Friday, November 21, at the League's upcoming annual convention. He is a nationally recognized leader in the field of leadership development and team building. The author of three best selling books, Block is on the board of directors of the Association for Quality and Participation, a national group that is actively helping public and private organizations redesign their workplace.

Peter Block

His books have consistently provided a clear and compelling view of where we have been and where we must and will go. *Flawless Consulting* is a widely praised book on the staff role in organizations. *The Empowered Manager* is about creating an organization of our own choosing. *Stewardship: Choosing Service Over Self-Interest* is about the right use of power and designing organizations for service.

He told **The NEWS** that community colleges face a particular challenge in the years ahead: Transforming themselves into learning institutions that are even more "customer" oriented.

"Most higher education institutions are centered around the needs of the faculty," he said. "Universities, for example, still run on the old industrial model where the teacher runs the classroom, the administrator runs the teacher and the board runs the administration.

"Community colleges, thank goodness, are way out ahead of universities in terms of being student oriented. And I think that's true because so many of your students are adults who come seeking specific learning. Community colleges are well named, they are helping build communities. They are a convening agent for learning and community building, not just a teaching organization."

Block believes "part of the meaning of stewardship is to hold in trust the well-being of some larger entity – our organization, our community, the earth itself. To hold something of value in trust calls for placing service ahead of control, to no longer expect leaders to be in charge and out in front."

Governing boards, he says, must become partners with teachers, administrators, and the community. A key question is: "What kind of team do we want to be? Why do we let the buck stop at the top? I think we should let

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it stop a bit lower. We should give people at the bottom or in the middle more choices."

Shared governance, he believes, poses a tremendous challenge for higher education. "Shared governance starts with building trust and relationships. You can't bring people together that have been estranged by enacting rules and legislation and structure. It must be done through trust and by asking, what is our common purpose?"

In his book, *Stewardship*, Block addresses this issue of leadership and cooperation for the common good. "Stewardship is the willingness to work on ourselves first, to stay in intimate contact with those around us, to own our doubts and limitations, and make them part of our dialogue with others. Our survival depends on our taking the idea of service to constituents and making it concrete in our governance systems."

Constance M. Carroll "Leading Community Colleges"

Constance M. Carroll has a distinguished career in higher education. She presently serves as President of San Diego Mesa College.

Carroll will be the keynote speaker at the convention's Saturday, November 22 breakfast.

As a board member for the National Institute for Leadership Development, Carroll has contributed to the tremendous contributions NILD has made to community college leadership. She will explore the recent NILD-sponsored research in and publication of a document on the new leadership competencies that reflect the changes in community college needs and challenges.

Constance M. Carroll

Carroll holds a B.A. degree in Humanities from Duquesne University, an M.A. in Classics (Ancient Greek and Latin) from the University of Pittsburgh; a Certificate of Proficiency in Hellenic Studies from Knubly University in Athens, Greece; and a Ph.D. in Classics from the University of Pittsburgh, with a dissertation on Ancient Greek tragedy.

Plan to Attend the 1997 Convention November 20-22 in Oakland

Enhance your leadership by staying current on the changes that are affecting the community colleges and the services they provide.

Improve the work of your college by learning about efforts that promise to enhance student learning and administrative, faculty, and staff effectiveness.

By learning from and sharing with others, you can affirm your achievements and contributions.

There are a wide variety of leadership styles and approaches. Strengthen yours through celebrating and exploring leading for learning.

The relationships that are created and strengthened at the convention with colleagues at other community colleges are an outstanding source of support, ideas, and knowledge throughout the year.

The convention is a respite from the day-to-day details of work. It is a chance to pause and reflect on where you want to go this year and what you want to achieve.

Participants in the Annual Convention report returning to campus with substantive ideas that can be applied to their programs and services. Employees receive a great return for the investment of travel and conference dollars.

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JOAN GOLDSMITH "THE COURAGEOUS LEADER"

"Educators in the community colleges are facing some dramatic and serious issues," says Joan Goldsmith, a management consultant, trainer and educator who will be giving a keynote address at the CCLC convention. "There are many leadership and societal issues that must be addressed if we are going to deal successfully with the future and be open and responsive to change and access."

Joan Goldsmith

Among those issues is the challenge of supporting a diverse student population at a "time when many students are not being made to feel welcome as a result of ballot measures like Prop. 209 or are not coming to higher education adequately prepared in their secondary schools."

Goldsmith will speak on the topic, "The Courageous Leader," at the opening banquet on Thursday. Her speech will include discussion of the leadership and work values she explored in her newest book, *Thank God It's Monday! 14 Values We Need to Humanize The Way We Work.*

She will discuss values such as supporting and encouraging risk-taking by faculty and staff in order to encourage innovation in serving students. And the value of "not just tolerating diversity in people but encouraging it and valuing it."

A courageous leader, says Goldsmith, is a person with a title that empowers those without a title. "Courageous leadership includes helping others to serve students."

As a management consultant and trainer, Goldsmith specializes in building high performance teams, leadership development and organizational change. She has worked with corporate clients and with educators in Latin America, Europe and Asia.

Goldsmith is a co-founder of Cambridge College in Massachusetts and a former member of the Harvard Graduate School of Education faculty. She is currently a faculty member at UCLA.

SESSION STRANDS

Leadership and Governance

- Leadership Paradigms for the Successful College Leader
- Leading Through Our Tears: The Voice of Latina Leadership
- Using Feedback to Increase Effectiveness
- Total Integrity Leadership
- In the Land of Oz: Brains, Courage and Heart
- Leading In and Through Change
- The Next Step in Shared Governance
- Sharing Leadership
- Developing Effective Educational Leaders: LACCD's Administrative Leadership Institute

Teaching, Learning, and Student Support

- Educational Reform Through Curriculum Integration
- The Changing Structure of Instruction
- Students as Leaders
- Honors Students as Peer Mentors
- Service Learning: A Window to the Future
- Ensuring the Success of Welfare Clients
- Mediated Technology Integration in Assessment, Teaching, and Learning
- Strengthening Access and Opportunity for All

Planning and Institutional Effectiveness

- The Rising Standards for Planning: Is Your College Ready?
- Creating a New Culture Through Organizational Transformation
- Maximizing Earnings: The Value of an Associate Degree
- Managing Transitions in Institutional Change
- National Trends in Regional Accreditation
- Making Research Data Usable and Practical for Decision-Making
- Evolution or Revolution: Transforming a Department
- Integrating Planning, Budgeting, and Program Review

Collaboration and Community Partnerships

- The Workforce Initiative Network
- Welfare-to-Work Training and Employment
- The Benefits of Business Partnerships: Marketing and Public Relations
- Successful Collaboration: What Makes it Work?
- A Community Collaborative for Economic Development
- Partnering with Industry: The Industry Education Council of California

Classified Staff

- Just Do It: Designing Effective Staff Development Activities
- Being an Effective and Influential Committee and Team Member
- A Model Training Program for Temporary, Front Line Staff
- Evaluation and Planning for 4CS
- Annual Business Meeting of the California Community College Classified Senate
- Civility in the Workplace
- Best Practices for a Great Workplace

Policy, Finance, and Laws

- Task Force 2005: Planning State Policy for the Next Decade
- Getting the Most for Your Money: Contracting Out Legally
- Electronic Communication and College Liability
- Workplace Violence and Sexual Harassment: New Legal Mandates
- Ensuring Fiscal Flexibility and Stability
- Proposition 209 - Implictions and Implementation

A Special Recognition Program

"Courageous Leaders in California Community Colleges"

Leaders on community college campuses who exemplify "The Courage to Lead" will be honored at the Annual Convention at the closing luncheon. Those named by the participating colleges will be listed in a publication, "Courageous Leaders in California Community Colleges," which will be distributed at the convention and then mailed to all colleges. The leaders are those who:

- Are passionately committed to their jobs and their colleges;
- Provide leadership in reshaping practices and programs to adapt to changes in the environment;
- Articulate or express positive and productive visions and goals;
- Motivate and empower others;
- Exemplify integrity and courage; and
- Engender trust and confidence.

Hotel and Travel

All convention sessions will be held at the Oakland Mariott and Convention Center, (510) 451-4000. A very special rate of $79 single or double occupancy is available until **Tuesday, October 28.**

Discount air fares are available from the following airlines:

United Airlines 1-800-521-4041 Code 513DW

Southwest 1-800-433-5368 Code H8477

Convention Registration Form

Name for Badge _____

Title for Badge _____

Spouse Name for Badge _____

College/Organization _____

Address _____

City _____ State _____ Zip _____

Telephone _____

E-Mail _____

CONVENTION REGISTRATION

(Includes Thursday Banquet, Friday Luncheon, Friday Reception, Saturday Breakfast and Saturday Luncheon)

	Before Nov. 1	After Nov.1	Amount Enclosed
A. Regular Registration	$290	$325	_____
B. Presenter/Team Registration	$265	$290	_____

This special rate is for those who are making presentations and those attending as a team. Convention attendance is much more beneficial when a group from a college attend together. In recognition of this, we offer a reduced rate for groups of 5 or more from a college. TEAM REGISTRATIONS MUST BE SUBMITTED TOGETHER TO QUALIFY. *Rates listed are per person.*

C. Daily Registration (for persons unable to attend the entire convention)

Friday, November 21, *(includes luncheon/reception)*	$175	$195	_____
Saturday, November 22 *(includes breakfast/luncheon)*	$135	$155	_____

D. Guest Events

Thursday Banquet/Program	$50	_____
Friday Luncheon/Program	$35	_____
Friday Reception	$25	_____
Saturday Breakfast/Program	$25	_____
Saturday Luncheon/Program	$30	_____

E. Workshop Registration (Separate registration and fees.)

❑ **The Courage to Change** $30 _____
Thursday, November 20, 9:00 A.M. - 12:00 NOON
Sponsored by Santa Barbara City College

❑ **Building a Learning Organization** $30 _____
Thursday, November 20, 1:30 - 4:30 P.M.
Sponsored by Company of Experts

❑ **Humor and Creativity in Leadership: If Everyone is Laughing, Are you Leading?** $30 _____
Thursday, November 20, 1:30 - 4:30 P.M.

❑ **Enhancing the Leadership of Classified Senates**
Thursday, November 20, 1:30 - 4:30 P.M. $30 _____

Total Amount Enclosed _____

Cancellation Policy: No refunds are available if cancellation is received after Nov. 12, 1997.

Make check payable to Community College League of California and mail to

CCLC Convention
2017 O Street, Sacramento, CA 95814-5285

Payment Received

Amount _____ Date _____

❑ Cash ❑ Check _____

By _____

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COLLEGES CHALLENGED TO MAINTAIN QUALITY

When Cerro Coso Community College president Roe Darnell looks at a map of his service area, he looks at 12,000 square miles of wide-open space covering much of the southwestern part of the state. "We have three off-campus sites," he says from his office on the Ridgecrest campus. "Our center in Bishop is 165 miles north of us and we offer a class in Mammoth Lakes, which is 200 miles away."

Serving the dozen small towns (300 to 2,000 population) in his service area "is hard to do with the number games we have to play. Getting 20 people per class is nearly impossible in some of our towns." But getting 20 people in the college's service area to sign up for an online course via the World Wide Web is a real possibility and, adds Darnell, a real opportunity.

This past Spring, Cerro Coso offered its first online course. More than 60 students signed up. Beginning this Fall, the college will offer students the opportunity to obtain degrees online in either general education (for transfer students) or computer sciences. Darnell says the college will work to make it possible for students without home computers to have access to computers in local libraries and schools.

California's community colleges are moving with increasing speed to establish an onramp for their students to the information superhighway. While there is no hard data yet on the number of programs and classes being offered, it is clear that more and more colleges are, like Cerro Coso, in the early stages of what many believe will become a major educational force in America - the virtual college or "cyberschool."

Already, old and respected institutions like Duke University, Michigan State University and Carnegie Mellon University are offering degrees in cyberspace (usually charging more per unit than they charge students enrolled on campus.) The California Postsecondary Education Commission (CPEC) has raised the possibility that online courses could help UC, CSU and the community colleges meet the challenge of enrolling the anticipated half-million additional students expected over the next 15 years. Modern technology, the thinking goes, will bring education to the student rather than forcing taxpayers and students to pay for more brick and mortar.

Online classes are attractive to students for a number of reasons. If you live in Mammoth Lakes, there is no need to make the long drive to Cerro Coso's center in Bishop. If you live in Los Angeles or the Bay Area, you can avoid a five mile, fifty minute drive on the freeway. Students can log-on at night after the kids have gone to bed or on Sunday after the lawn has been mowed. For those who enjoy tinkering with the new technology, online courses, with their emphasis on exploring the Internet for research reports, can be downright fun.

At Los Angeles Mission College, instructor David Jones teaches an online English 101 course that, "By its nature, attracts more motivated and independent-minded students." The course's web page includes information on prerequisites, registration and enrollment, course texts and materials, Internet resources helpful for students taking the class (including electronic texts) and a course description that includes Jones' comment: "One of the great advantages of the online mode of learning is the freedom from traditional schedules, ticking clocks, and noisy bells telling us when to begin and when to end our learning sessions – rather artificial to me."

Like many online courses, Jones requires students to submit their homework, essays and tests via email. He then corrects and returns them the same way.

At Orange Coast College, Ann Wynne teaches a U.S. history course online that includes multmedia electronic slide shows and collaborative student Internet research projects and presentations.

"The potential is there to transform how we are teaching and learning," says Wynne, who has taught in the classroom for 12 years. "It's exciting to see students using the graphical nature of the media to search for information. The Web has

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the potential of becoming a world-wide encyclopedia."

De Anza College is aggressively using online courses both for its contract education program and its degree courses. Susanne Helfman, manager of the Business & Industry Institute, said an online course turned out to be "the most efficient way" to offer writing courses to employees at a local Hewlett-Packard plant.

The instructor lectures via email once a week and then communicates with students and accepts written exercises by email. The students/employees are able to do their class assignments before and after work at their workstations. "Interestingly, they really feel they get more one-on-one attention online than if they sat through a regular class," reports Helfman.

The college also offers 12 online credit courses, including principles of management, introduction to music and basic financial accounting. More than 250 students enrolled last semester. The classes, says Beth Grobman Burruss, coordinator of the Distance Learning Center, are a practical alternative for students who can't take one of the college's many telecourses.

"Some don't get the cable station the classes air on and others can't get to a library," explains Burruss. "On the Internet, a student can get the information in a matter of minutes. Many of our faculty say the amount of information on the Web really empowers students."

This fall Santa Rosa JC will offer nine online courses through its Center for Advanced Technology in Education. In the spring, 140 students signed up for five courses. Courses being offered include accounting, small business management, art and communication skills.

The issue of whether online courses match the quality of instruction in a traditionally-taught classroom is being debated across the country and around the state. According to the Santa Rosa center's Web site program description: "No distinction is made between the requirements and expectations for traditionally taught courses and online courses. That means that the content and outcomes of online courses are the same as those taught in the traditional classroom. It is the flexibility of time and space that holds great promise for online students."

David Wolf, executive director of the Accrediting Commission for Community and Junior Colleges, reports "Regional accreditation agencies are spending a lot of time looking at distance education - both television and computer-based - with the objective of establishing separate specialized standards for distance education programs." His office is currently compiling information on the status of distance education in the California community colleges.

Currently, the accrediting regions have developed principles which Wolf says will be turned into guidelines later this year and eventually evolve into standards. They include consistency with the college mission, appropriate training and support for faculty, making financial and other student services accessible to students, and ensuring the appropriate learning resources for students.

History instructor Wynne at Orange Coast admits she "is not sure it's a better way to teach but it is clearly an alternative way that's going to be unavoidable. While there still needs to be solid pedagogy, the potential is there to transform what we are currently doing."

Adds President Darnell at Cerro Coso College, "Online classes is primarily an access issue but we must still maintain our standards going in. You have to have faculty that are just as dedicated to quality with online classes as they are with traditional classes. The burden in both cases remains on the faculty."

Article by Ray Giles, Director of Special Services for the League, and a regular contributor to **The News.**

PEOPLE in the News

CEO Appointments

Robert Allison was appointed interim president of Bakersfield College on July 1. Allison has served as vice president of instruction since 1990. He began his career teaching chemistry at BC in 1963 after receiving his master's degree in biochemistry from Oregon State University. By 1984, he had moved into administrative duties as associate dean of instruction. Allison completed his doctorate in chemistry at the University of Northern Colorado.

Kirk Avery has been named Interim President/Superintendent at Monterey Peninsula College. Avery came to MPC in July 1992 to assume the position of vice president for administrative services and was subsequently named executive vice president assistant superintendent three years later. He will continue in that position during his interim assignment.

Tom Crow has been named president of Kings River Community College.

Crow has served as interim president since January 1997. He has a reputation for being very student oriented and is known as a hands-on administrator. His dedication to students has led him from football coach to history and geography teacher to principal and on to superintendent.

Crow has worked in various Central Valley unified school districts including; Fresno, Madera, Clovis and Fowler. He began his work at the State Center Community College District in 1990 as assistant to the chancellor. He has also served as interim dean of instruction and vice chancellor of external operations.

John Didion, has been designated acting president of Santa Ana College. As vice chancellor of human resources, Didion has over 15 years of community college experience, having served as dean of human resources the past seven years at Long Beach City College.

Didion's expertise in human resources and thorough knowledge of the law are seen by the college as critical aspects of his role as the district goes through a major transition in becoming a two-college district.

Edward Hernandez, who served as vice chancellor for the Rancho Santiago CCD and recently was president of Santa Ana College, has been appointed chancellor of the district.

An advocate for students and community needs, Hernandez becomes the ninth CEO in the history of the district, and the first Hispanic to ever hold the post.

Before joining RSCCD as vice chancellor for student affairs in 1989, Hernandez spent 15 years at Mt. San Antonio College, the last 12 as dean of continuing education and community services. Prior to that he served as an instructor at Pasadena City College for three years, held positions in education and community organizations, and served as a VISTA volunteer, counseling troubled youth and gang members.

Robert T. Shepherd has been named superintendent/president of Lassen CCD. Shepherd, a longtime college administrator and instructor, served as interim superintendent/president since August 1996.

As director of forensics, he supervised the Lassen College Forensics Program, which is nationally recognized. He is also past president of the Northern California Forensics Organization.

In addition, Shepherd has strong community ties. He was elected to the board of the Lassen Union High School District and was board president in 1974-75. He was chairman of the Save-Our-Center-Committee, which successfully advocated for the existence of the California Conservation Center in Susanville.

Board of Governors Appointments

Richard F. Alden, of Beverly Hills, has been chairman of Rimar Investments, Inc. since 1988. He served as vice chairman and general counsel for Hughes Aircraft from 1985 to 1988. He was on the board of directors for 12 years and on the executive committee for 10 years. Alden was also a partner with the firm of Latham and Watkins for 36 years, and is a member of the firm's board of directors. He is co-chairman of the California State Parks Foundation and a trustee of the Episcopal Diocesan Investment

PEOPLE in the News

CONTINUED FROM PAGE 13

Group. Alden earned his bachelor's degree and juris doctorate from the University of Southern California.

Phillip J. Forhan, a member of the State Center CCD Board of Trustees, will serve as a local community college trustee representative. Forhan has been principal owner of the Forhan Company, a commercial real estate and contracting firm, for the past 20 years. He previously served as a special assistant to the undersecretary of the U.S. Department of Housing and Urban Development, and as a consultant to the National Science Foundation program, where he helped improve the productivity of municipal governments as a result of technology transfer. Forhan earned a bachelor's degree and a master's degree in urban planning from CSU, Fresno.

Patricia G. Siever, a faculty member of the Los Angeles CCD for 22 years and a professor of history at Los Angeles Pierce College since 1989, will serve as one of two faculty representatives on the Board. Siever previously was a member of the Los Angeles Mission College faculty, where she was one of the founding members of the History department. Siever serves as a faculty advisor for the United African American Student Association and was vice president of the Academic Senate of the California Community Colleges from 1992-1993. Siever earned a bachelor's degree in history and a master's degree in African studies from UCLA.

Other Appointments

Christopher Cabaldon becomes vice chancellor for governmental relations for the California Community Colleges (effective October 15). Cabaldon, who also was elected to the West Sacramento City Council last November, honed his educational credentials during seven years spent with the Assembly Higher Education Committee. Since November, Cabaldon has worked as the chief of staff for Assemblywoman Carole Migden (D-San Francisco). In his new job, he will direct lobbying activities and handle all legislative affairs for the Chancellor's Office of the California Community Colleges and the Board of Governors.

In Memoriam

Stephen Edward Epler
1909-1997

A man of great educational vision, Dr. Epler passed away on July 12, 1997. He had a long and distinguished career in education.

Upon receiving his doctorate in educational sociology from Columbia, and a stint in the Navy, Epler was appointed Veteran's Counselor in Portland, Oregon, where he established an extension division and housing for veterans at Vanport Housing Project, a community that housed shipyard workers. Under his leadership, it changed campuses and became Portland State University. He has been honored as the founder of Portland State University.

After serving as president of Reedley College and College of Marin, Epler was hired as the superintendent of the Fremont-Newark district to begin a new college and in 1966, he founded Ohlone College. He and his wife moved to Sacramento in 1986.

His son, Stephen Misner Epler, is president of Yuba College, and his daughter, Charlotte (Epler) Gezi has been teaching for 34 years in Sacramento.

The League's Web site is expanding daily. If you haven't visited recently, this is a page you will want to bookmark. Highlights of what you'll find:

- Direct access to the Community College Directory
- Up-to-the-minute legislative information
- Conference registrations and organization meetings
- League Financial Services programs
- Full-text version of *The News*
- Hot links to related sites

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Community College Art Faculty Bring Creativity, Prestige To Classroom

CONTINUED FROM PAGE 3

used 11 students as assistants. "It's a real sensible way to teach students. They get practical experience of what the artist goes through to create."

Ralph Homan, who is retiring this year after teaching 33 years at College of the Sequoias, says teaching has helped make him a better artist. "My background as a teacher has certainly made me more proficient as an artist. When students have problems with technique or materials I have to help them overcome their problems. That forces me to keep learning and improving."

Homan, whose paintings of barns, farms, rivers and other small-town visions are well-known around the state, says, "I don't paint exotic stuff because I don't live in an exotic area. I paint what is here and my reaction to it."

Another hour's drive south at Bakersfield College, Chalita Brossett Robinson describes her work as "figurative elements on the borderline of being abstract." Many of her works include an "angel woman form" posed with walls or doors or windows. "I use walls as a metaphor for obstacles in life. Windows and doors allow for passage into a new level or stage in life."

The artist and teacher is "blessed," she says, because she is able to stay active in both fields. "My love of art keeps going when I step into the classroom. The only downside is sometimes I would love to stay in my studio." The responsibility of the artist/teacher, she says, "is to help my students understand and appreciate the creative process. If students aren't in tune, the challenge is to get them in tune to art and to the joy of creating art."

The role of teacher and artist is, however, sometimes difficult admits artist William Morales, who teaches at Cañada College, "In some ways I'm split between being an artist and a teacher. In a lot of ways it's like having two jobs. But teaching art is enjoyable because it's something I love. The fun is turning students on to the joy of art."

Article by Ray Giles, Director of Special Services for the League, and a regular contributor to **The News.**

Chalita Brossett Robinson
"You Can't Walk Right and Step Left"
Graphite on Paper

William Morales
"Gathering Dogs"
Oil on Canvas

PERSPECTIVE

In 1982, 12 California prisons existed. In just 15 years, their number has tripled, with more planned. One in every four state employees works for the Department of Corrections.

In contrast, the building of institutions of higher learning in California is rare. Of the 71 Community College Districts, only three new campuses have been built in the 1980's and none in the 1990's. None of the 30 UC and only two CSU campuses were constructed during this time.

In 1990, voters passed their last prison bond. However, to satisfy their insatiable appetite for prisons, the legislature raided the state's general fund, devastated county coffers and mortgaged future generations. Their actions gutted libraries, colleges, parks, highways and other essential services.

Building and maintaining prisons is very expensive. Each inmate costs $21,509 per year. The annual budget for a local Salinas prison is approximately $61 million dollars to house 4,167 inmates. In contrast, Hartnell Community College educates 7,500 students for $24 million.

Changing our priorities is an essential, but formidable, task. Trustees and CEOs should engage their communities and legislators in a spirited exchange of ideas concerning the ways tax dollars are spent. If we designed a new system today we would not build the largest prison system in America. Rather, we would make a commitment to future generations by building institutions of higher learning.

You are the judge. Which group of legislators has the most credibility? Those elected since 1982, who will have built 26 new prisons and three modest colleges? Or, the pre-1982 law-makers who built 12 prisons, 98 colleges, the California aqueduct, and then positioned our state as the 7th largest economy in the world?

Carl Cieslikowski is a member of the Hartnell Community College District Board of Trustees. The views expressed in the Perspective column come from readers of **The News** *and are not necessarily those of the League and its policy boards of CCCT and CEOCCC.*

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TheNews

Trustee Elections Touch on Wide Variety of Issues Facing Colleges

Shared governance, the need for new academic programs, part-time/full-time faculty ratios, and concern about enrollment trends were some of the many issues addressed during November's community college board elections.

Nursing Programs Changing

Election Results

On Campus

People in the News

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Incumbents and challengers in 24 districts around the state went before voters on November 4. Incumbents generally prevailed although in several districts, such as Redwoods CCD, challengers were successful. Below is a brief summary of the results in some district elections.

Antelope Valley

During the campaign, new trustee Michael Adams says he and fellow challenger Betty Wienke "advocated that a true spirit of shared governance be implemented at the college. We feel it's currently being implemented counter to the law." He said the district has made "unilateral decisions" without proper consultation.

Adams, Wienke and incumbent Betty Lou Nash were the top three vote-getters among eight candidates. Incumbent Herman Kicenski, a 24-year member of the board, came in fourth and was defeated. Kicenski says the unions are trying to control the board. He credits his defeat to both the fact he did not run a campaign and a pending lawsuit by a faculty member who was ejected from a board meeting.

Adams, who works for the City of Lancaster, has taught part-time at the college. He had the endorsement of both the faculty and classified unions and of the local Republican Assembly, a group of conservative activists. "I felt I had active support from both sides."

Chaffey

Challenger Barbara Cherbak and incumbent Kathleen Brugger won election in a race that saw the defeat of incumbent James Barton.

Cherbak, a former college employee who had the support of both the faculty and classified unions, said she did not have to campaign as hard as she expected because of the union support. "They put in a lot of money trying to get me elected." Cherbak ran the college's community services program for 25 years. She was president of the local chapter of the California School Employees Association for two terms.

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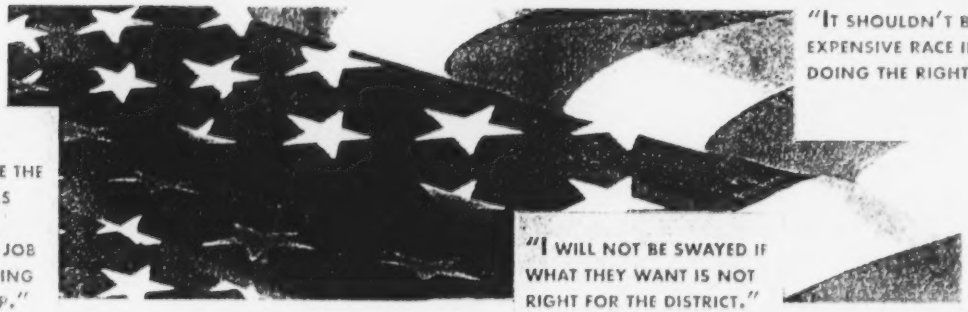

"VOTERS RECOGNIZE THE BOARD HAS DONE AN EXCELLENT JOB IN PROVIDING LEADERSHIP."

"I WILL NOT BE SWAYED IF WHAT THEY WANT IS NOT RIGHT FOR THE DISTRICT."

"IT SHOULDN'T BE A VERY EXPENSIVE RACE IF YOU'RE DOING THE RIGHT THING."

The new trustee, who has lived her entire life in Upland, says she anticipates that pay raises will be one of the issues raised by the unions. "I will not lean toward the unions," she promises. "I will not be swayed if what they want is not right for the district."

Citrus

Gary Woods begins his fifth term on the board after a very successful re-election effort. "I received the highest percentage of votes of any Los Angeles County official in this election," he reports. Woods defeated Fred Baker, the current student trustee on the board.

Asked why he won, Woods credits his experience as a board member and his understanding of "the economics of a college district. We have a balanced budget and a healthy reserve. Voters recognize the board has done an excellent job in providing leadership."

Fellow incumbent Ed Ortell, like Woods a faculty member at Pasadena City College, was re-elected without opposition.

Hartnell

Brad Rice said he raised many issues with voters, including the fact the college doesn't have an agriculture program. Rice, who works for a local seed company and raises cattle, said the college–located in the Salinas Valley–serves "one of the most fertile agriculture regions in the U.S. It's important the local community college have an ag program."

Rice beat one opponent for the lone open seat on the board. He was endorsed by both major newspapers in the district. Incumbents Mark Dierolf and John Martinez were re-elected. Rice is the son of Bob Rice, a member of the Siskiyou Joint CCD board.

Marin

It's been ten years since an incumbent was defeated in the Marin district and again this year all three incumbents won re-election. Greg Brockbank, Barbara Dolan and appointed trustee Wanden Treanor each won.

"The public is happy with the way the district is headed," says Brockbank. "We have an excellent president and we are turning the corner on enrollment and making progress with partnerships with local business and other educational institutions."

Brockbank, Wanden and challenger Patricia Garcia received the endorsements of the major newspapers, the National Organization of Women and the Democratic Central Committee. Garcia was also endorsed by the faculty union.

Dolan reports she probably did the least campaigning of any of the four. "If you spend four years in office you should stand on your record," she says. "It shouldn't be a very expensive race if you're doing the right thing."

Mendocino-Lake

For the first time in his nine years on the board, Dr. Bernard Lemke faced opposition this past election. The primary issue, he reports, revolved around a controversy at the college regarding the job evaluation received by an instructional dean. The dean, who protested the evaluation, received a one-year contract instead of the regular two-

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year contract. Dr. Lemke, a physician in Ukiah, said the candidate who came in second place was supported by friends of the dean. He lamented the lack of "intelligent debate" during the campaign. He said he discovered that "outside the campus people don't care about personnel issues. They want the college to run well."

Incumbent Diane Pauli defeated one opponent and Paul Hensler ran unopposed.

Mt. San Antonio

Incumbents David Hall and Martha House were re-elected in a campaign against three challengers. The two combined efforts to advertise in local newspapers. "He and I agreed we should be re-elected," says House, who is beginning her second term in office. "We felt we could get a better bang for our buck by combining resources." They were both endorsed by the major paper in the district, the *San Gabriel Valley Tribune* in an editorial whose headline read: "Keep Mt. SAC on Track and Return the Incumbents."

There were no controversial issues raised during the campaign, she reports. The community college election is "invisible" compared to K-12 elections. "Our board gets along with each other. We disagree very professionally. Voters appreciate that."

Pasadena

Incumbent trustee Beth Wells-Miller admits she's "been outspoken on issues when I had to be and that has not been popular with other board members. So they found a candidate to oppose me." She beat both her challengers with 52 percent of the vote. Incumbent Richard Green was also re-elected. Incumbent Warren Weber ran unopposed.

According to Wells-Miller, the district has "not moved to implement shared governance. There is an authoritarian style of governance at the college. Voters recognized things I spoke out about were important. I was the only one who seemed to have a grasp of the issues. People realize I'm not a rubber stamp and have the courage to take a position against the way the majority votes." Wells-Miller was endorsed by the *Pasadena Star News*, the major newspaper in the district.

CONTINUED ON PAGE 15

FAMOUS NFL REF NEWEST TRUSTEE

When Dwight Clark made "The Catch" during the now legendary San Francisco 49ers—Dallas Cowboys championship game in 1982, Jim Tunney was there. On the field. In the middle of the action refereeing the game.

Tunney was also there for Super Bowl VI, Super Bowl XI, and Super Bowl XII. And in 1991, he was there in Canton, Ohio, being inducted into the Football Hall of Fame.

Now, after a distinguished career in the National Football League, Jim Tunney, the league's most famous and respected referee, is a new member of the Board of Trustees of the Monterey Peninsula Community College District.

Tunney and Katrina Ogynanovich were the top vote-getters in November's at-large election. They replaced long-time trustees Sherman Smith and Don Freeman, both of whom retired after a combined 32 years of service.

"This is a great opportunity to serve the community and college," says Tunney, who has lived in Monterey since 1980. "I'm excited about the opportunity because of the outstanding reputation of the college."

When Tunney retired in 1991 as the dean of NFL referees, he had worked 31 years in the league, including a two year term as president of the Professional Football Referees Association. He is the only referee ever to work two consecutive Super Bowls.

But his outstanding NFL career is only part of his many professional accomplishments. A long-time educator, Tunney was a high school principal in the Los Angeles Unified School District and at Hollywood High School. (He has a doctorate in education from USC.) Tunney is also one of the nation's most sought-after speakers and trainers. A specialist in team building and peak performance, Tunney has made presentations before many Fortune 500 companies. He is currently working on his second book, *Chicken Soup for the Sports Fan's Soul*.

Since moving to Monterey, the former NFL referee has become actively involved in the community, serving on a number of local civic and sports association boards, including the York School Board of Trustees, the US Olympic Committee for Monterey/Salinas and the Pebble Beach branch of the NFL Alumni association.

Tunney said he decided to run for the MPC board when several members of the community asked him to consider seeking the post. He has known the last three college presidents and is concerned about the rapid turnover of CEOs. "There has been lots of turmoil on the board. I want to help bring some stability," he explains. "When I met with the current president recently, all I asked was, 'What can I do for you?' The role of trustees is to support the college. There's not much else we're supposed to do."

Article by Ray Giles, Director of Special Services for the League, and a regular contributor to The News.

Changes in Health Care Bring Changes in Nursing Programs

It's a story repeated time and time again. Hospital stays are both shorter and rarer and outpatient care–either in the home or at a clinic–is the wave of the present and, most likely, the future.

"If you're admitted to a hospital these days," says Andrea Hannon, director of nursing at Cypress College, "it usually means you are probably very ill. Otherwise, the health care industry wants to treat you in a less-costly setting."

These changes in California's health care industry are the result of an aggressive effort by insurance companies, hospitals and health management organizations to reduce costs and increase profits. The result is not only a change in how patients are treated but in how community colleges are now preparing nurses for health care careers.

Linda Schweid, a nurse for 37 years and assistant dean of health services at Contra Costa College for the past nine, explains that one way hospitals are working to reduce costs and save money is "to hire people that cost less and have less preparation, like nurses aides." Schweid and other nursing directors report that "patient care assistants" and other health care "technicians" are taking the place of the licensed vocational nurse or the registered nurse in direct patient care.

Says Linda Stevens, dean of health professions at Golden West College, "As a health care professional I'm not really pleased. Corporate management is managing and directing health care practices and they are not trained as medical professionals. The dollar is speaking too loudly."

Adds Hannon, "Doctors use the word nurse rather loosely. When they tell you a nurse is going to take a sample of your blood, they usually mean a technician." Nurses, in turn, are now being used more in management and supervisory roles, she says. "We're seeing the staffing mix change. RN's are increasingly being used to manage patient care by supervising the technicians and managing budgets and personnel."

CYPRESS COLLEGE DEPARTMENT OF NURSING

PHOTO BY ANDREA L. HANNON

Not only are their jobs changing in the hospital, but registered nurses are also increasingly finding professional opportunities outside the traditional hospital setting. Community-based practices such as home care, clinics, rehabilitation centers, and senior citizens centers, are all part of the industry's effort to keep costs down by reducing hospital visits.

CONTINUED ON PAGE 5

Changes in Health Care Bring Changes in Nursing Programs

California's community colleges are respected nationally for their nurse training programs. The colleges have trained approximately two-thirds of the currently practicing RNs in the state. How the colleges respond to industry changes, therefore, is critical to the future of health care in California.

The response by many community college nursing programs to these changes has centered around changing the curriculum to prepare nurses for the new responsibilities and opportunities that await today's professional RN. In addition, the nursing directors association and groups of individual colleges are working to develop innovative approaches to the challenges through regional and statewide efforts.

At College of Marin, the curriculum is being revised to provide more community-based health experiences. "When I started," says Director of Health Services Roz Hartman, "students were all working in the hospitals. This year we're having students work in homeless clinics, doing Head Start screenings and, for their pediatric experience, work directly with families in their homes. There just aren't many babies in hospitals these days."

The nursing program at Marin is also teaching leadership skills, Hartman says. "Nurses are required more than ever to be independent. They need to marshal resources and made decisions when they're out on their own in the community. So we're teaching critical thinking and leadership."

"It's been a wonderful opportunity to integrate new experiences into our program," says Schweid at Contra Costa. "We've integrated training in home care and community-based care into our curriculum in order to prepare them for the job market. Our students also need leadership and management skills, and critical thinking because of the demands of the health care system. Nurses are increasingly managing unlicensed personnel in order to serve a larger group of patients."

At Golden West College, nursing students are almost immediately sent into the community for training, in some cases in the second week of class. In each of the four semesters of the program students have both community-based and hospital experiences. In their final semester, they spend four weeks doing home care.

Another strategy designed to deal with the changing health care profession is being explored by Hartnell College. Colly Tettelbach, director of nursing and health services education, is heading up a year-long effort to develop a statewide or regional consortium to provide allied health instruction for non-nursing personnel at reduced costs.

"We've finding that changes in the industry require community colleges to provide new programs and courses," says Tettelbach. The

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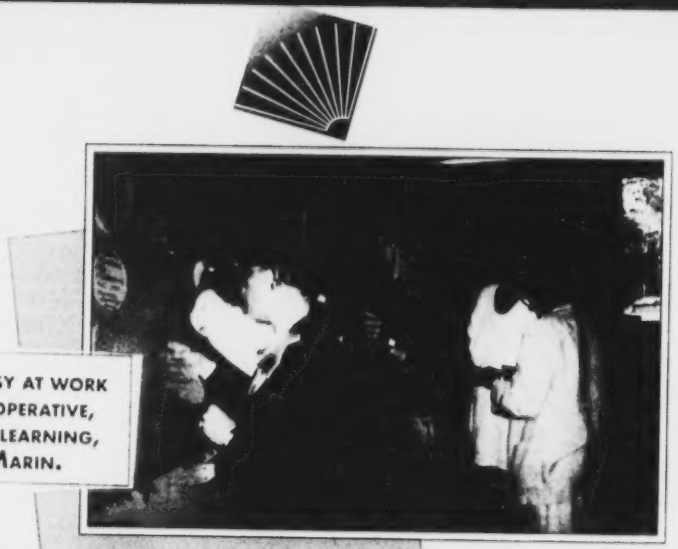
PHOTO BY ANDREA L. HANNON



STUDENTS BUSY AT WORK IN CLASS—COOPERATIVE, SELF-DIRECTED LEARNING, COLLEGE OF MARIN.

consortium would provide training in "emerging career fields" such as pharmacy technicians, physical therapist assistants and medical lab technicians. "These are very expensive for colleges to offer," she explain. "But by working together we can offer programs that benefit students and our communities."

The project is exploring the use of distance education technology as a means of reducing instructional costs and increasing access. "We could have one college broadcasting the classes to several campuses," says Tettelbach.

On another front, the nurses association, known as the Associate Degree Deans and Directors, is working with representatives of university nursing programs, the LVN board, hospitals and others to develop a statewide strategic plan for nursing education.

Donna Duell, the division chair for allied health at Cabrillo College and a member of the group says, "We are working to develop a system that will be able to predict the workforce needs in our profession so we avoid the oversupply or under supply problems of the past."

The group is also working on a "differentiated practice model" that would clarify the roles and responsibilities of nurses trained at the associate degree level with those receiving a bachelors degree. "Our hope is that the community colleges can adopt one type of curriculum and the universities another. Right now there is too much overlap and students get confused when they transfer. My hope is the associate degree nurse will receive training in community-based health care and the bachelors degree nurse will be more specialized.

"The health care profession is changing rapidly," Duell concludes. "The strategic plan will, I believe, help us deal with the short-term problems we face and the long-term challenges that impact our students, our colleges and the patient communities we serve."

Article by Ray Giles, Director of Special Services for the League, and a regular contributor to **The News**.

ROZ HARTMAN, DIRECTOR OF HEALTH SCIENCES & CAROL ZELLER, INSTRUCTOR OF CRITICAL THINKING "THINKOLOGY" DIRECTED STUDY.

Mt. SAC Loses Bond Bid

Despite receiving a majority of votes, Mt. San Antonio Community College District's $122 million bond measure was defeated this past November when it failed to reach the necessary two-thirds super-majority. The measure, which needed 67 percent support, garnered 56 percent of the vote.

Mt. SAC president Bill Feddersen was disappointed. "If the college does not have the funding support for improved and expanded facilities, access to the quality education Mt. SAC has provided for years will be in jeopardy." Associated Student President Glenn Miller added, "The ones who are hurt the most are students."

The measure would have funded eight construction projects, including a state-of-the-art science laboratory, a business and computer technology center, a remodeled agriculture building and a campus student center. The measure would have also helped the college deal with the deterioration of some of the campus' 50-year-old buildings.

The $122 million bond measure would have cost local homeowners an estimated 82-cents per month for each $100,000 of assessed valuation.

The comprehensive campaign was directed by a steering committee that met beginning in August. Approximately 1,200 students completed voter registration forms and 900 completed applications for absentee ballots. The campaign committee established a phone bank to encourage voters to support the measure, organized precinct walking, and raised approximately $60,000. Mailers were sent to frequent voters and those who applied for absentee ballots. The measure was endorsed by two major newspapers.

The college is conducting a careful review of the election to determine whether to put a similar measure before the voters again in 1998. In an editorial immediately following the election, the largest newspaper in the district wrote: "Voters passed up a bargain Tuesday, or should we say a minority of voters passed it up." It encouraged the college to try again.

Feddersen says a second try is very possible. "A lot of people worked hard, but obviously we have to work harder to reach the magic two-thirds. If we get enough people behind us, it can pass in the future."

Article by Ray Giles, Director of Special Services for the League, and a regular contributor to **The News.**

www.ccleague.org

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- Conference registrations and organization meetings
- League financial services programs
- Full text version of *The News*
- Hot links to related sites

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TheNews

1997 Trustee Election

District	Incumbent Elected	Newly Elected	Incumbent Did Not Run	Defeated
		Betty Wienke		
Barstow		Philip M. Harris Timothy T. Heiden	Nels Larson John Weber	
Cerritos	Dorothy Carfrae (U) Cheryl A. Epple (U) Bob Verderber (U)			
Chaffey	Kathleen Brugger (U)	Barbara Cherbak		James Barton
Citrus	Edward C. Ortell (U) Gary L. Woods			
Compton	Melanie J. Andrews Carl Robinson			
Desert		Owen Gillick Terry Green	Virnita McDonald	Barney Sandler
El Camino	Robert Haag (U) Lila Hummel (U)			
Foothill-De Anza	Paul Fong (U) Jay M. Jackman, M.D. (U)			
Glendale (April)	Kenneth D. Sweetnam	Victor I. King	Philip Kazanjian	
Hartnell	Mark Dierolf John Martinez	Brad Rice	William H. Barbee	
Imperial	Claudine Duff (U) Kelly Keithly (U)	Rebecca L. Ramirez (U)	Jeanette Tesso	
Lake Tahoe	Patricia Amundson (U) Kerry S. David (U) Roberta Mason (U)			
Los Angeles (June)	Althea Baker Elizabeth Garfield	Kelly Candaele	Lindsay Conner	
Marin	Greg Brockbank (U) Barbara J. Dolan (U) Wanden Treanor (U)			
Mendocino-Lake	Bernard E. Lemke Diane Pauli	Paul Hensler	Lorene A. McQuire	

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Results

District	Incumbent Elected	Newly Elected	Incumbent Did Not Run	Defeated
Monterey Peninsula		Katrina Ogynanovich Jim Tunney	Donald Freeman Sherman Smith	
Mt San Antonio	David K. Hall Martha J. House			
Mt San Jacinto	Ann Motte Gwendolyn Schlange			
Palo Verde	Ted Arneson John Crain	Richard Early	Wilma Winkler	
Pasadena Area	Richard H. Green (U) Beth Wells-Miller Warren L. Weber (U)	Luther Renfroe	Walter T. Shatford, II	
Redwoods		Tracy Coppini Leslie Lawson Thomas Ross	Judy Brooks	M.R. "Jim" James Katie Russ
Rio Hondo	Don Jenkins David Siegrist Barbara Stone			
Riverside	Kathleen Daley-Howe Grace Slocum	Jose Medina		Art Pick (AP 1/97)
San Bernardino	Stephanie J. Cereceres Eugene H. Wood	Beverly Powell	Lois J. Carson	
San Mateo County	Helen Hausman (U)	Richard Holober		Tullio Bertini
Santa Clarita	Joan W. MacGregor (U)	Ernie Tichenor	John Hoskinson	
Shasta-Tehama-Trinity	Patricia A. Hunn Harold J. Lucas Ed Peterson *(died following filing but prior to election)*			
Victor Valley	Carl R. Tate Bettye Underhill	Dennis Henderson	Dick Powell	
West Hills	Steve Cantu (U) Jeff L. Levinson (U) Jack Minnite (U)	Nina Oxborrow	Keith Scrivner	

AP = Appointed
U = Unopposed

n CAMPUS in the ews

Growing Our Own: the SDICCCA Regional Faculty Internship Program

The San Diego and Imperial Counties Community College Association (SDICCCA) Regional Faculty Internship Program[1] is an important community college faculty training program. It constitutes a major initiative by SDICCA in cooperation with San Diego State University (SDSU), to identify, recruit, train, prepare, and help place individuals of historically underrepresented groups in California community colleges as faculty and counselors.

Basically, the program contains four phases. Phase 1 consists of advertising the program, screening applicants, and selecting interns for the first year of the program. Phase 2 consists of a Graduate Training Institute, beginning in the summer, which is sponsored and conducted by Dr. William E. Piland a Professor of Education at San Diego State University. The University provides all interns with 3 units of graduate credit when they complete the Institute. Phase 3 is a fall semester internship, where the intern works closely with a mentor on the respective community college campus. Intern and mentors meet together as an entire group to continue Institute training two Fridays a month, during this semester. Finally in Phase 4 the intern is employed by the college as an adjunct instructor or counselor for the Spring semester, for at least one section of a course or the equivalent in counseling hours, providing that the intern has progressed to the point where he or she is ready for this assignment. During this phase, the interns continue working with the mentors and the interns and mentors attend Institute meeting one Friday a month to continue training.

Over a three year period, 70 interns have participated in the program. 70% are female and 84% are people of color. Follow-ups of program completers show that 75% are teaching/counseling full-time (24%) or part-time (51%) in community colleges. An exciting side-note is that one of the interns who became a full-time community college counselor in one of the SDICCCA colleges now serves as that college's campus coordinator for the internship program.

This SDICCCA Faculty Regional Internship Program won the first ever Multi-Campus Cooperation Award between a California community college and a CSU campus. The award, jointly sponsored by the California Community Colleges Board of Governors and the CSU Board of Trustees, was presented a year ago. This unprecedented accomplishment is testimony to the success of this unique partnership to prepare the next generation of community college faculty and counselors in California.

[1] *There are 9 community colleges which comprise the SDICCCA consortium. These colleges are: Palomar College, MiraCosta College, Miramar College, Mesa College, San Diego City College, Grossmont College, Cuyamaca College, Southwestern College, Imperial Valley College*

Free Email & Web Pages for Students

Pierce College is introducing a new service to its students: referrals to free e-mail and web page accounts, announced college president, E. Bing Inocencio.

"There are many sources of free e-mail and free web home pages available on the Internet, and we want our students to know about them," Inocencio said.

"It's easy to find free e-mail and free web home pages from any computer that has Internet access, including public libraries and college campuses," Philip Gompertz, a microcomputer systems specialist at Pierce, said. "All we have to do is point the students in the right direction." Because students who use the services of other web sites must comply with policies set up by those sites, the college is free of legal issues stemming from misuse, Gompertz added.

Free e-mail and web page providers also save Pierce College the cost of more hardware to accommodate thousands of e-mail and web page accounts and eliminate the cost of time spent by the college's technical staff who would be required to set up, maintain and troubleshoot these accounts. And finally, the service protects the college from overloading its web server, slowing traffic.

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In CAMPUS in the News

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Service to Students Expands at El Camino

Five activities offering expanded service to students will receive Innovative Project Awards as part of El Camino College's Title III program, a five-year $1.7 million Strengthening Institutions Grant which the college received in 1994 from the US Department of Education.

Given this year for the first time, the awards are intended to promote student retention and success. All faculty and full-time classified staff were eligible to submit proposals for funding up to $4,000.

Computer technology will be used in two projects. Cheryl Beverly-Grant, counseling, will develop a web site allowing counselors to respond to student inquiries. Maria Brown, history, will create computer multimedia presentations and application for a course in US History to 1877. Taught now on campus, the online version will be available beginning in August 1998.

A tutor to help as many as 75 student athletes will be available during spring semester under a project headed by Christine Jeffries, counseling, and Walt Justice, health sciences and athletics.

Transferring to four-year institutions and, in particular, to UC Berkeley is the focus of counselor Susan Oda-Omori's project which will allow her to take a group of students to Berkeley to meet with faculty and staff, and to talk with students who have transferred from Southern California community colleges. There will be follow-up events after returning to El Camino to assure successful transfer.

Dale Shannon, English as a second language, will develop curriculum for El Camino College's new Language Academy which opened in October to students from other countries who need to improve English proficiency before taking regular college classes.

CONTINUED ON PAGE 12

MAKE PLANS NOW TO ATTEND THE 1998 ANNUAL TRUSTEE CONFERENCE

Decisions made today determine whether the colleges succeed in the future. Will they be innovative, flexible and responsive to community needs? Will they continue to offer high quality education? Will they have sufficient resources to compete against other educational providers? Will they be seen as important contributors to the social and economic well-being of society? Or will they lose the influence and effectiveness achieved in the past?

The **1998 Annual Trustee Conference** will be an opportunity for trustees and CEOs to explore the implications for the colleges of local, state, national, and global trends. Speakers and sessions will address the skills and knowledge board members need to make the right choices for their institutions. The program will focus on

- **competition from virtual and corporate colleges**
- **important educational, social and economic issues**
- **fiscal stability and growth, and coping with change**

Jacqueline Woods, US Department of Education Community College Liaison will be among the keynote speakers.

The conference site is the historical and elegant **US Grant Hotel,** next to international acclaimed **Horton Plaza.**

A very special event will include a fun and informative tour and dinner at the **San Diego Zoo.** *Registration materials will be mailed in early March and posted to the League's Web site at www.ccleague.org.*

CONTINUED FROM PAGE 11

Architecture Program Takes Another Giant Step

Mesa College and Woodbury University have launched a joint baccalaureate program that could become a model for affordable higher education. "While community colleges nationwide are well-known for successfully transferring students to four-year colleges, it is unusual for them to participate directly in offering a baccalaureate degree," explained Mesa College president, Constance Carroll. "This type of collaboration may be the wave of the future."

Professor Carl Strona, who chairs the Mesa department of architecture and environmental design and was instrumental in establishing the joint program, stated, "The agreement affords San Diegans the marvelous opportunity of completing architectural studies without having to move outside the region."

The architecture professor pointed out that Mesa and Woodbury's degree programs are so compatible that "it literally took only 20 minutes to agree on the curriculum."

The seeds for teaming up were planted as early as 1994 by Mesa architecture faculty Haley Hodnett, Pamela Chapman and Strona when –with the help of a grant obtained by Hodnett–they visited all seven accredited architecture colleges in California to raise the awareness level of the broad scope and high quality of Mesa's architecture and design associate degree programs.

In 1996, Mesa hosted these same architecture schools as part of a design career day, Hodnett reported. "From the time I drafted the grant application, our plan was to obtain a joint program. I truly believed that Mesa had the best (architecture) program among Southern California community colleges to offer as a partnership."

"San Diego," president Carroll said, "is unique among large urban areas in that it does not have a fully accredited baccalaureate program in architecture. This partnership will fill a tremendous need, providing students with both academic and economic benefits. This is truly a gift to the San Diego community."

$5000 Donation Saves Musical Production

Facing a funding problem for their musical production, *Falling Through a Hole in the Air,* City College of San Francisco turned to one of the most charitable persons they could think of–actor Paul Newman.

Newman was touched by the college's efforts to raise $5,000 for the making of the musical, based on the life and work of British astrophysicist Stephen Hawking. The show was work-shopped last summer at the college's City Summer Opera. It was so successful that they decided to take it to a state and national level. The funding provided by Newman, who donates 100 percent of the profits, after taxes, from the sale of his Newman's Own food products, will make the production possible.

"They say there's no business like show business, but because of the success of my food business, Newman's Own, I've been able to give more than $80 million for charitable and educational purposes during the past 15 years - including this donation to the City College of San Francisco's Department of Theatre Arts," says Newman. "And based on the tremendous response this show has already elicited, I'm glad I can contribute to its future success."

Fully titled *Falling Through a Hole in the Air: The Incredible Journey of Stephen Hawking,* the musical is scheduled to be world premiered in May 1998. The production is a collaborative effort by the College's theatre, Music and Dance departments. This remarkable musical offering was originated by Judith Goldhaber and Carl Pennypacker, both scientists at Lawrence Berkeley Laboratory in Berkeley, California. It was directed last summer by City College Theatre Arts instructor David Parr as a work-in-progress for the City Summer Opera.

Laney Instructors Design Computer Programs to Improve Student Writing Skills

Laney instructor, Martena (Smokey) Wilson is currently working with Academic Systems in the creation of Interactive English, a computer-based course designed to teach English composition and reading. Academic Systems—a four-year old California corporation that counts Microsoft and some of the other large technology companies among its backers—is quietly changing the way English and mathematics are taught on a dozen campuses across the country, including Laney College.

"Academic Systems has spent millions of dollars on creating three mathematics courses and developing a writing program," said Bernard Gifford, a founder and key figure in the vision of Academic Systems. "It has employed many college professors to design courses and a stable

CONTINUED ON PAGE 13

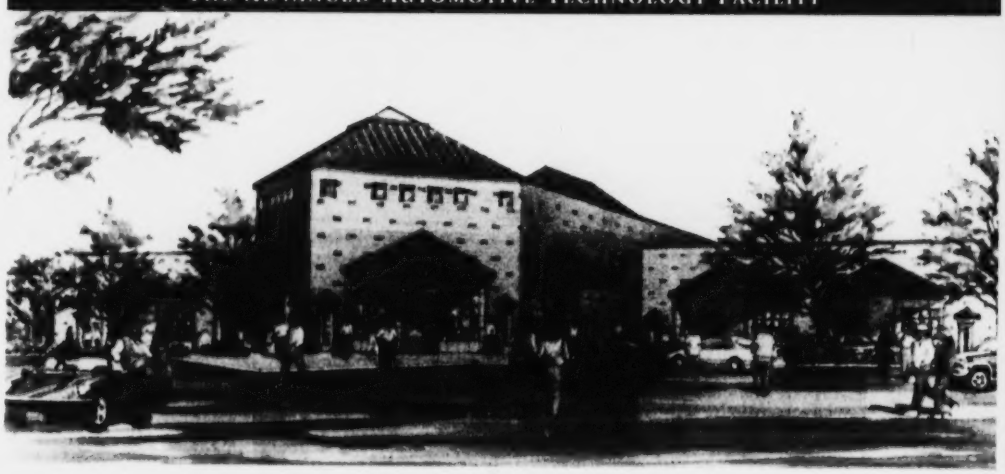
of designers, artists, and audio and video technicians to produce them."

Laney is presently using Academic Systems' mediated learning program in two beginning algebra classes and anticipates significant improvements in both grade averages and retention. The program will be expanded next year and will include a class in intermediate algebra.

Wilson worked two years to complete Interactive English. She has served as coordinator for Project Bridge and Deaf CAN for a number of years. She has always had an interest in implementing programs for students underprepared for academic and vocational education, and is hoping for results similar to those documented after the introduction of the computer-based mathematics courses—higher passing rates.

"My students are excited about this new approach to learning," Wilson said. "I have already noticed a better retention rate in my classes using Interactive English than in my classes taught the traditional way. The software is sophisticated enough to capture the attention of students and challenge them. It frees me from explaining endlessly what a sentence fragment is so that I can sit with students and make sure they really understand sentence structure. Rather than repeating an essay topic over and over, I can advise students as they write on it. That's more exciting work for both teacher and student."

THE ADVANCED AUTOMOTIVE TECHNOLOGY FACILITY



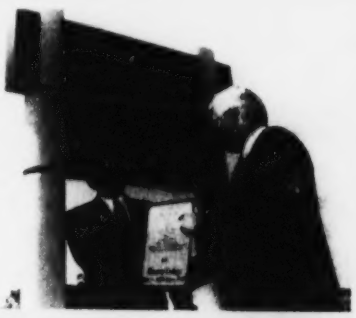
AUTOMATED HIGHWAY SYSTEMS DEMOS AT MIRAMAR

San Diego's Miramar College, nationally known for its transportation studies curriculum, hosted the National Automated Highway System Consortium (NAHSC) demonstration last fall. More than 8,000 visitors attended the event.

The Automated Highway System (AHS) is a specially equipped roadway on which vehicles can be operated automatically. These vehicles will be fully capable of operating under driver control on all roads and able to use many of the AHS features to improve safety on the automated highways. AHS will evolve from those technologies that were demonstrated and on display and are expected to become available on vehicles and highways in the US over the next 15 years.

Also planned for the college is a $7 million state-of-the-art facility to train industry-specific technicians for their manufacturer partners.

"We hope that the new linkages formed at the Expo, combined with our strong current transportation industry partnerships, will result in sufficient private funding to construct an advanced automotive technology facility on campus," said Louis Murillo, president of the college.



As host to the Automated Highway System Expo, Miramar College received a new electronic marquee at the entry to the college. The new sign, valued at $75,000, was donated by NAHSC, in exchange for full campus use during the Expo week. The sign promoted the week's scheduled activities and was left as a legacy to the college to promote college events. Pictured: L-r, Dr. Lou Murillo, Miramar College President; and Don Orne, NAHSC

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EOPLE in the ews

Students to Benefit from Trustee's Generosity

Yuba College and Lake Tahoe Community College Foundations have been named the beneficiaries of a trust established by Gene and Peggy Bellisario. The trust is funded in excess of $500,000.00. The Bellisario Family Charitable Remainder Trust will be distributed by the two Boards with the best interests of students in mind.

Bellisario has 20 years experience as a trustee—14 at Yuba and 6 on the Lake Tahoe CCD board. He has served as president, vice president, and clerk of the board. Bellisario has also served as a "mentor trustee" for other California community college trustees.

A graduate of Yuba College, Bellisario credits his business success to retired Yuba instructor, Harry Clinton who encourage him to apply for his first position at Credit Bureau of Yuba and Sutter Counties. Thirty-seven years after that first initial interview, Bellisario sold his business, the Credit Bureau of Placer County, and retired. He will be retiring from the board when his term expires in 1998.

Retirements/Resignations

Robert Lombardi announced his retirement as chancellor of the South Orange County CCD effective December 1997. At a special meeting, the board appointed **Kathleen Hodge** acting chancellor. She is currently vice chancellor of educational services and has worked in the district for 23 years in student services, managerial and instructional areas.

Ned Doffoney, has resigned the presidency at Saddleback College effective February 7. He leaves after four years to become the founding president of South Louisiana Community College in Lafayette, a component of Louisiana's university system. "This is a wonderful opportunity in my native state and home community," said Doffoney. While the area does have some technical schools, it will be Doffoney's job to combine the vocational and academic aspects to create a true community college, something that doesn't exist currently. The board has appointed **Richard McCullough** — currently dean of math, science and engineering—as acting president of Saddleback College.

BOG Elects New Officers

Heading the 1998 Board of Governors of the California Community Colleges will be **Robert A. Alleborn.** He is the owner of Robert A. Alleborn Properties, a real estate development firm in Southern California, and has worked in the construction and real estate industries for the past 25 years. Alleborn has served on the BOG since 1994.

Elected as vice president is **Roger Shrimp,** a partner at Damrell, Nelson, Schrimp, Pallios and Ladine, who has been practicing law since 1966. Schrimp is also the owner and operator of a 9,000-acre cattle ranch in Merced County, and was appointed to the BOG in 1996.

Joe Dolphin will serve as CPEC representative. He was first appointed to the BOG in 1993 and served as president in 1995. Dolphin is the former president and chief executive officer of Medevac, a privately owned paramedic ambulance service.

Other Appointments

Governor Wilson has appointed **Alice Petrossian** to the Board of Trustees of the California State University. Petrossian has worked as director of special projects and intercultural education for the Glendale Unified School District since 1977. She was first appointed to the Board of Governors for the California Community Colleges in 1992 and served as president last year.

IN MEMORIAM

James V. DuPratt, Antelope Valley CCD trustee and member of the California Community College Trustees (CCCT) board of directors passed away last November. His illness had forced him to resign from both boards earlier in the year. DuPratt had served on the CCCT board for five years and will be remembered for his thoughtful and deliberative actions. Two *James DuPratt Memorial Scholarship* funds have been established: one c/o Antelope Valley College Foundation, 3041 West Avenue K, Lancaster, CA 93536 and the other c/o Quartz Hill High School, 6040 West Avenue L, Quartz Hill, CA 93536.

CONTINUED FROM PAGE 3

Redwoods

Six years ago Tom Ross was hit by a drunk driver while riding his bike. As a result of the accident, Ross is a quadriplegic, paralyzed from the chest down. After the accident, he enrolled at College of the Redwoods. Last May he graduated with a degree in business finance, and now is a new member of the board of trustees.

Ross, Tracy Coppini and Leslie Lawson were all elected to their first terms on the board. Incumbents M.R. "Jim" James and Katie Russ were defeated. Jerold Phelps ran unopposed. Veteran board member Judy Brooks retired after18 years' service.

"Some of the trustees had been on the board a long time and voters wanted to see some new people and new energy," says Ross, who is now a student at Humboldt State University. Ross, who can drive and describes himself as "very active for a guy with my level of injury," ran a comprehensive campaign. He sent out mailers, advertised, and spoke in front of several community groups. He said his goal as a trustee is to improve communication between the board and employees "in order to improve the educational quality to the students."

Riverside

Jose Medina says his successful campaign focused on the ratio of full-time to part-time faculty and the number of interim administrators at the college. "I believe we should have more full-time faculty and fewer interim administrators," says Medina, a high school teacher.

Medina came in third place in the at-large election behind incumbents Grace Slocum and Kathleen Daley-Howe. Trustee Art Pick, who was appointed to the board a year ago, came in fourth and was defeated.

Medina began his campaign in May, holding fundraisers, talking to voters, and organizing precinct walkers. He was endorsed by the CTA branch at the college, his own Riverside City Teachers Association, the local gay and lesbian political action group and the GI Forum, a Mexican-American political association.

San Bernardino

New trustee Beverly Powell said the election came and went without any major controversies. One issue raised was a discussion over how to handle the challenge of relocating seven buildings on the San Bernardino Valley College campus currently sitting directly on top of seismic fault lines. Another was how to meet the needs of students at Crafton Hills College, which was originally built for 3,500 and now enrolls 5,500.

Powell replaces Lois Carson, who retired after 24 years on the board. Powell says Carson's endorsement was a major factor in her election. Powell, a manager for Southern California Edison, is a former high school teacher and assistant to Congressman George Brown. Returned to office by voters were Stephanie Cereceres and Eugene Wood.

San Mateo

In what may be a first in community college elections, challenger Richard Holober established his own campaign home page on the World Wide Web. The page, which includes his picture and a picture of his family, provides information on his qualifications, his "action plan," ballot statement, endorsements (there are more than 70 from elected and school officials), and the district's community needs assessment.

It was, in fact, the district's own community needs assessment, says Holober, that helped him successfully make the argument for change on the board. Holober, an employee of the California Labor Federation, says the community needs assessment found that the "district was the best kept secret in San Mateo County and was becoming isolated from high school students, businesses and community leaders. I demonstrated during my campaign that the district had the power to turn that around." The fact that enrollment has hit, according to Holober, a 25-year low, also raised eyebrows among voters. "I didn't attack the incumbents by name but I thought it was important that voters look at the record."

Holober, who was endorsed by the faculty and classified unions, says he will push the district to offer courses at times and locations more convenient to students and to build partnerships with local businesses.

Incumbent Helen Hausman was the top vote-getter with Holober coming in second. Incumbent Tullio Bertini was defeated.

Santa Clarita

Ernie Tichenor won his seat using the endorsement of the incumbent he eventually beat. Incumbent John Hoskinson filed for re-election and then decided he didn't want to run. When Tichenor heard about Hoskinson's decision, he went to Hoskinson and asked for his endorsement. "He thought I would be good for the board and ended up endorsing me for his seat," says Tichenor, a document technician for the Union Bank of California.

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Trustee Elections

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Hoskinson's name, however, could not be withdrawn from the ballot and he ended up placing third in the three-candidate race. Incumbent Joan MacGregor was re-elected without opposition.

Tichenor says he was the only candidate to mount a comprehensive campaign. His included a committee that met weekly, flyers, mailers, fundraising, posted signs, and endorsements from the many major political leaders in the area. On Halloween, he had ten friends pass out candy in their homes with Tichenor's campaign card attached.

Shasta-Tehama-Trinity

After an election in which no major issues were raised and few voters turned out, trustee Patricia Hunn says her goal in the coming year will be "to make people of my district more aware of what Shasta College has to offer and that it's an option for even those who don't think they're college material." Also re-elected was trustee Harold Lucas.

Hunn, who was appointed to the board in June, defeated two challengers for the seat, which represents Tehama County and a part of Shasta County. "There's not much interest unless there's a hot issue and that's sad," she says. Hunn promises to visit local schools and "let them know what we have to offer." She said too many students in her area end up going to Butte College in nearby Oroville. "We have just as much to offer."

Victor Valley

Bettye Underhill was re-elected to a second term "because I've done a good job," she says. Also elected in the 12-candidate race were incumbent Carl Tate and newcomer Dennis Henderson. Incumbent Dick Powell did not seek re-election.

A retired psychology professor, Underhill ran a comprehensive campaign although there was no particular issue that attracted voters' attention. She believes her success in her first term was the primary reason she came out on top in the crowded race. "I've been partially responsible for getting the college and community together. There had been a bit of apathy. We now have a $1 million campaign underway through the foundation."

Article by Ray Giles, Director of Special Services for the League, and a regular contributor to **The News**.

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TheNews

1998 Annual Convention Call for Presentation

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SPRING 1998

THERE'S GOLD IN GRANTS FOR DISTRICTS WILLING TO DIG DEEP

It was two days before the holiday break last December when the Peralta Community College District learned about a special multi-million dollar grant designed to help American community colleges establish information technology (IT) programs.

"When we find the right kind of grant we have to pull together administrators and faculty to create the grant writing staff on an impromptu basis," says Juan Vazquez, dean of instruction at College of Alameda and director of the project. "We didn't have any other choice but to take time away from our families over the holidays to get that grant written."

The effort paid off. In February, the Peralta district was notified it was one of only eight community colleges nationally to receive a $300,000 cash grant from Microsoft Corp. and the American Association of Community Colleges to develop an IT program aimed at attracting and graduating people from disadvantaged populations. (De Anza College was awarded $110,000 by Microsoft to serve as Peralta's mentor college for the project.)

Vazquez says the district's grant application was successful because of the work Peralta had done in the past to build relationships with companies in the technology industry. "Microsoft and AACC saw this as a opportunity for the district to continue to expand its connections. This certainly gives us a jump start on developing niche training projects in the IT industry."

Like the Peralta colleges, community colleges around the state are finding there is gold in state, federal and private company and foundation grants for colleges willing to spend the time and resources necessary to dig wide and deep.

Tom Snyder, the director of planning and development for Coastline Community College, believes there is, in fact, a national trend favoring community colleges that partner with other organizations to offer job training or economic development programs. "Now community colleges are competing quite successfully for grants offered by the National Science Foundation (NSF) and the Department of Energy, Department

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There's Gold in Grants for Districts Willing to Dig Deep

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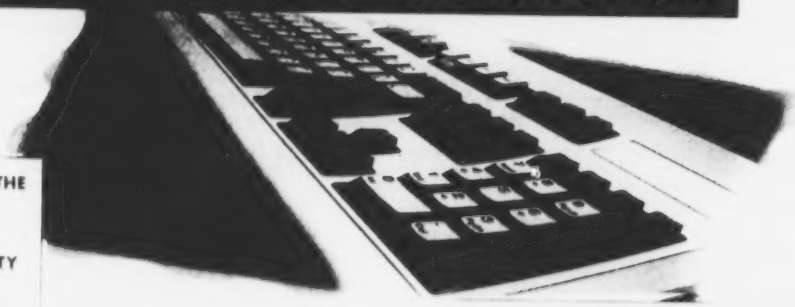

"It helps to have the president of the United States mention community colleges in his speeches and visit community colleges as often as he does.

There's a growing recognition of the community college role, which makes the federal agencies more amenable to funding our programs.

of Commerce, and the US Agency for International Development. The perception of community colleges has changed. The federal government and others are finally realizing the high powered universities can't provide boot strap programs that educate a population in basic skills and literacy skills."

Palomar College President George Boggs, a former president of the American Association of Community Colleges, agrees. "It helps to have the president of the United States mention community colleges in his speeches and visit community colleges as often as he does. There's a growing recognition of the community college role, which makes the federal agencies more amenable to funding our programs. If we want to continue to be innovative and creative, we're going to have to find the funding from somewhere. It's obvious our regular state allocations are not going to be sufficient."

Boggs also cites the NSF as a "dramatic example" of this trend in federal funding. "They're discovering how important community colleges are in terms of where students begin their higher education and where they begin to take their math and science classes. They've told us they are not going to fund collaborative university projects for teacher enhancement or preparation without community college involvement." Recent examples of colleges receiving federal grants include:

- Foothill College received a $600,000 NSF grant last year to support expansion of its biotechnology program.
- Coastline Community College received a $222,000 grant from the U.S. Department of Education to develop a Web-based certificate program that will train cognitive rehabilitation specialists to help brain injured adults.
- Pasadena City College will benefit from a $380,000 NSF grant to support its digital media, animation, and special effects program, offered in cooperation with Southern California entertainment and information technologies industries.
- City College of San Francisco received a $200,000 U.S. Department of Labor grant to expand its training program for the garment industry, a joint effort with unions and the apparel industry.

Collaboration is one important key to successfully unlocking grant dollars, say the experts. Sacramento City College received a $400,000 grant from the Howard Hughes Medical Institute to work cooperatively with UC Davis to create a biology institute to benefit area high school students. The Rancho Santiago district received a $100,000 grant from the Philip Morris Companies to launch a partnership with CSU, Fullerton, to increase the diversity and performance of future teachers. And Antelope Valley College collaborated with the Antelope Valley Aerospace Alliance to obtain $430,000 in federal funds to develop a training center in Palmdale.

Tim DeBellis, director of AVC's corporate and community education program, says "the fact we have a long-standing collaboration with local government agencies and a number of high powered aerospace companies gives us a lot of credibility when sending out grant proposals. We don't need to develop the links to match the proposal's requirement. They are already in place."

Using state funds, the Chancellor's Office is also initiating new programs supporting technology, economic development, and student outcomes. Irvine Valley and Orange Coast colleges collaborated with Motorola and Rockwell International and were awarded a $107,000 grant to expand training opportunities in the semiconductor industry. The Los Rios district's new TechForce 2000 initiative, forged in cooperation with local chambers of commerce to quadruple the number of students graduating from the district's high tech programs, received $250,000 in state economic funds. And the San Jose/Evergreen district received $268,000 in state grants to provide care for children of welfare recipients who are participating in job training programs as part of welfare reform.

"THERE ARE A LOT MORE COMPETITIVE GRANTS FROM ALL SOURCES," REPORTS PROCHASKA.

Chris Willis, dean of vocational education in the Chancellor's Office, says funding from her division will total $14.7 million this year. The newest programs will emphasize incorporating new technology into the classroom and helping colleges help welfare recipients transition into the workforce. "We're trying to help the colleges keep up with the boom in technology and face the challenge of providing short-term training programs for welfare recipients."

Two districts that have been successful in panning for grants are West Valley-Mission in the Bay Area and State Center in the Central Valley. Fred Prochaska, associate dean of sponsored research and grants for West Valley-Mission, anticipates receiving $9.5 million in grants this year, equal to one-sixth of the district's total budget. Jim Meinert, executive director of the foundation and grants at State Center, expects to obtain more than $7 million.

West Valley-Mission will receive over $2 million in federal grants, $5 million in state grants and $2 million from the private sector, including $500,000 from the Packard Foundation. "There are a lot more competitive grants from all sources," reports Prochaska. "As a result, districts and campuses have to be much more strategic. There is certainly more emphasis on linkages. The grantors are looking to get more bang for the buck by dealing with problems on a systemic basis."

Meinert, whose district recently received a $2.9 million state grant for job and career education, says, "Our goal is not to see how much money we can get but how we can serve students. That means you keep looking in all directions at all times. If you concentrate in one area, you can miss some exciting opportunities and a community college that is not proactively looking for all opportunities is just missing the boat."

Entitlement grants, those that are awarded to all districts that qualify, such as EOPS and DSPS, require colleges to accurately collect data to ensure they get all the funding due them. "Colleges that do this are carefully watching their MIS systems to get more dollars," says Prochaska. Competitive grants, on the other hand, require faculty, administrators and staff to submit a proposal that "sells" the grantor on the college. Janie Marcus, senior resource development coordinator at the Rancho Santiago district, warns, "It's hard for a college to get its fair share without an investment in people and resources. The proposals take a lot of work."

Pasadena City College has a "grants culture" in which success begets success. "As we get more grants," says grants coordinator Phyllis Mael, "others on campus realize it's a possibility. We encourage people to think about innovative programs, put those ideas together and then find funding." The college will collect over $2.5 million in grants this year.

Mael keeps all faculty and administrators informed of grant opportunities and offers them assistance in their grant writing efforts, including providing, with the help of the institutional research office, the necessary data. "Colleges should encourage individuals to apply for grants and when they find a success story, give them release time to help others. Anyone can write a grant and put together a proposal. It's not brain surgery."

The Chancellor's Office is hoping to be able to offer substantial help to colleges searching for more grant funding, reports Larry Toy, the director of system advancement and resource development. His office is seeking state budget funding to hire a staff to "aggressively go out looking for grants for the colleges and to help secure them."

Adds Toy, "Some colleges have had great success and some have not. We want to provide information on grant opportunities via a sophisticated e-mail network, help colleges form consortia to obtain grants when appropriate, and assist local grant officers and foundation directors. Colleges will be well served by broadening their source of income. By diversifying, including grants and other non-apportionment funds, you have a bit of a cushion when the inevitable bumps in the fiscal road hit."

Article by Ray Giles, Director of Special Services for the League, and a regular contributor to **The News**.

Financial difficulties. Abusive relationships. Stress. Drugs. Anxiety. Name a social problem common in today's world and there's a good chance students and employees at any community college in California will face similar crises.

"It seems the nature of the student body has changed," says Steve Baroni, coordinator of the counseling department at Butte College. "We're doing a lot more personal counseling."

According to data collected by the California College and University Police Chiefs Association, community colleges have two to three cases a year on average where students become a threat to themselves or others and are taken to a mental health institution for treatment.

Last month a student attempted suicide at Gavilan College. Sharon Madhvani, a licensed marriage family and child counselor on campus, responded and sat with the young woman until she was taken to the hospital. "We tend to see students with depression and anxieties, especially at test-taking time. We also have students under mental health care who are on medication."

Some colleges also are moving aggressively to deal with workplace violence and conflict among employees. If a student or employee is acting in an inappropriate way in class or on the job, a campus security officer is usually called to the scene to escort the offending party to the health center or counseling department. Says Pete Sysak, chief of police at Cuesta College, "More than likely, a faculty member will call the police and we'll respond. If intervention is needed, hopefully we can get the person to go see a counselor or nurse voluntarily. As a public safety entity, campus police departments have an obligation to students and staff to be sure the person in distress gets the medical assistance needed."

Colleges are dealing with the mental health or behavioral problems of students and employees in a variety of ways. Some have informal procedures to assist members of the campus community in crisis while others have step-by-step procedures involving teams of administrators and counseling professionals. The informal approach usually involves a campus counselor or health professional meeting with the student or employee and referring them to a low-fee or no-fee counseling agency in the community. Many colleges offer off-campus mental health counseling services to employees through their health insurance policy.

Says Baroni at Butte College, "We immediately free up a counselor to talk to the student. The typical problems we deal with involve financial stress, abusive relationships, and relationship crises, such as stalking or problems with parents."

At Lake Tahoe Community College, a counselor meets with students in crisis, helps them calm down and "get it off their chest," says Susan Middleton, dean of student services. Typical problems include problems with children at home, breakups in a relationship or marriage, and legal or financial troubles. After an analysis is completed of the problem, the student is referred to a local social service organization, like a women's center or drug or alcohol rehabilitation center.

"We sometimes will make the call to the agency to help bridge the gap," says Middleton. "We're a small

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campus in a small community and I think that encourages a supportive environment. Most of us know the people at the agencies on a first name basis."

In a large urban setting such as East Los Angeles College, "We deal with the whole gamut of mental health problems," reports Robert Isomato, dean of student services. The college has a part-time psychologist and a part-time marriage, family and child counselor in the health center to assist students. "They were shocked at the range of problems we have."

Ninety-seven percent of the students come from ethnic minority families that look down on those who seek mental health services, says Isomato. "Interestingly, these students feel more comfortable addressing the problem within a college environment than they do at home. Our waiting list is long. We just can't afford to have more time scheduled. But it's important that we at least try. It helps them cope with the stresses of school and family life and it's part of treating the whole student."

"INTERESTINGLY, THESE STUDENTS FEEL MORE COMFORTABLE ADDRESSING THE PROBLEM WITHIN A COLLEGE ENVIRONMENT THAN THEY DO AT HOME. OUR WAITING LIST IS LONG."

Dr. Robert Itatani, the college psychologist at Rio Hondo College, has been seeing students and staff five days a week in the campus health center for 20 years. "I think I'm seeing a little more disturbance. Folks are coming in a little more depressed and anxious, primarily because services in the community are a lot harder to come by." Financial cutbacks by county and city government mean community health centers are taking fewer patients. The college, as a result, is forced to deal with more cases.

"Because we're right on campus, we're very convenient," says Dr. Itatani. Low-income students, in particular, are dealing with a lot of stress due to family pressures to get a job. "But if we can help them become emotionally calm and focused, they'll be able to get their homework done and stay in school."

Nearly the entire counseling staff at College of the Desert is trained to provide personal counseling to students. They were almost all called to duty some time back when a group of students on a science field trip came upon a man who had just shot himself in the head in an unsuccessful suicide attempt. The science instructor called Alma Beeuwsaert, director of counseling and matriculation, and asked for help. When the bus arrived back on campus, the students were all offered immediate counseling.

Beeuwsaert says the general student body is "more angry and out of control. We have more referrals for conduct problems, especially when students are registering and seeking financial aid. They have a harder time dealing with normal day-to-day activities." She believes part of the problem is the pressure put on welfare recipients to get training and jobs quickly and the general increase in the pace of life for the typical college student of the 90s.

MiraCosta College has recently been training all its managers in mediation skills, including how to diffuse a difficult situation. Carol Rodriguez, benefits/risk manager for the college, says the need for a campus-wide approach to the problem was brought to the surface when "friends" of a former gang member came on campus, tracked him down and started shooting.

From the group of managers now being trained, a small standing committee will be established to serve as a crisis intervention team that will develop policy and intervention procedures. "We have zero tolerance for violence on campus," says Rodriguez. "We take all threats of violence seriously. If someone makes even an off-hand threat, we call the police. My responsibility is to make sure all employees work in a safe environment."

The board of trustees at Santa Rosa Junior College recently approved a new policy that extends the crisis intervention services provided to students to all campus employees. The policy states the college is committed to "creating and maintaining a learning and working environment for all members of the college community that is free from conflict and violence and promotes harmonious interpersonal relations."

The college's crisis intervention team includes campus police and health services representatives, including the college psychologist, and personnel officials. They are charged with providing on-going training and advisement to employees and departments on interpersonal conflict and workplace violence. Terry Stewart, the college police chief, said the services of the intervention team were extended to staff because "we felt there was a void for staff who needed it. Different departments kept getting involved with employees who were complaining about other employees or their boss. Primarily, what we're looking for are ways to avoid getting into serious adversarial situations. We want to work with our employees, like we do with our students, to settle issues before they get out of hand."

Article by Ray Giles, Director of Special Services for the League, and a regular contributor to **The News**.

SHATFORD: THE BOARD AS AN HONEST BROKER

Walter T. Shatford II has served as an elected school and college trustee in Pasadena for 39 years. He was first elected to the Board of Education for the Pasadena City Schools in 1957. He has also been a full-time practicing attorney since 1947 and has generously combined his expertise in school law with his responsibilities as a trustee.

An alumnus of Pasadena Junior College, Shatford served in the US Navy during WWII and retired as a commander. His honors and awards for service to the community and to education are numerous. A longtime member of the Pasadena Branch of the NAACP, Shatford received the Ruby McKnight Williams Award, the association's highest honor for community service.

Recently retired after 39 years as an elected school trustee, The News asked Mr. Shatford to share the changes he's seen in education and governance over his many years of service.

The News: You were a leader during the fight in the sixties for the integration of Pasadena schools. How was it that you became so involved?

WTS: I've always been a reader. Early on, I became convinced that black schools were, by and large, getting unequal resources. *Brown vs. the Board of Education of Topeka, Kansas* in 1954-55 spoke to the feelings of inferiority engendered by segregation. When I came to the Board of Education in 1957, there was a tremendous push by black leaders to abide by what the Supreme Court had made the law of the land. As a lawyer, I believed in the rule of law.

The News: What impact do you feel you made in the integration process?

WTS: At first, I was on the short end of a 3-2 vote against segregation but the California Supreme Court in the Jackson case said, in effect, we were correct. I kept pushing and eventually the board became more integrative.

The News: You were first elected when the Board of Education also served as the board for the college. What were the main concerns of that first board?

WTS: The first concern was to get a fair share of the assets, such as buildings and equipment. A second concern was to put together a capable faculty and administrative team. Not unnaturally, large segments of personnel wanted to be with Pasadena City College. There was not only prestige involved, but also the prospect of a better wage scale. And third, we had to erase the "high school with ashtrays" image.

The News: So many community college districts—like Pasadena—elect trustees by areas. What do you see as the advantages to election by trustee area?

WTS: The advantage of trustee areas is that campaigning is less expensive and your district gets real representation whereas in at-large [elections] you have to satisfy a constituency of the entire district. I was first elected by a "landslide of 71 votes. In my last election, I had the highest margin of victory in a contested election for all offices in Los Angeles County.

The News: Over the years, what are the most significant differences you've seen in those who have run and been elected to the Pasadena board?

WTS: For the first group of elections, there was a split between conservative and less conservative board members and the majority would shift back and forth. In the past 16 years or so, the board—although composed of both so-called conservatives and liberals—has had a splendid chemistry and has worked together for the good of the college. From time to time, there has sometimes been a member who was a lone ranger in pursuit of his or her own agenda.

The News: It seems that the era of many-termed board members is drawing to a close. What are your thoughts on the effect on the college

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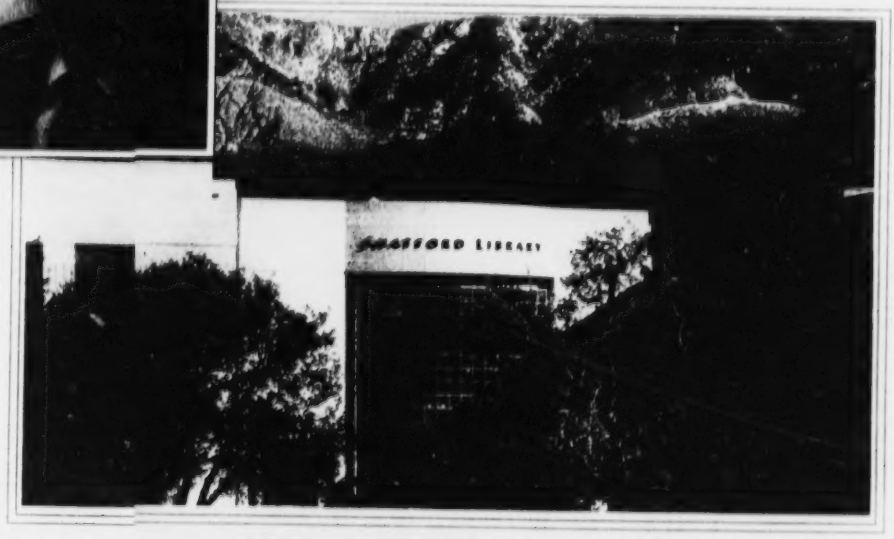

Photo by Mark Wallace

Call for Presentations

1998 Annual Convention
Community College League of California

November 19-21, 1998

Westin Hotel – Long Beach

Community colleges are dynamic, complex, multifaceted institutions. However, we all share a commitment to learning and to fulfilling student dreams. The 1998 Annual Convention is designed for all administrators, faculty, classified staff, students, and trustees to come together to explore our many perspectives, share our ideas, and learn from each other. There will be something for everyone, as well the opportunity to cross boundaries to reaffirm our common connections.

We invite proposals for the Convention program on innovations and outstanding practice in the following program strands. Proposals are encouraged from all segments within the colleges, as well as from those who work with the colleges.

BEST COPY AVAILABLE

PROGRAM STRANDS

Innovations and Outstanding Practice

In all areas of the college: Learning, teaching, technology, student success, student services, educational programs, organizational design, administration, business services.

Policy and Finance

Governance, welfare reform, state and local policy, legal issues, funding, administration, human resources.

Planning and Institutional Effectiveness

Strategic planning, vision and mission development, research, forecasting, evaluation, outcomes, accreditation, campus climate.

Collaboration and Partnerships

K-12, university, other community colleges, corporate education, CalWorks, learning communities.

Leadership and Professional Development

Leadership in all employee groups: students and trustees; faculty, classified staff and trustee development.

Our Economic Development Mission

Community and workforce development; linkages with business, industry and local government; global connections.

Classified Staff

Staff development and recognition, leadership and participation, negotiations, job design.

PARTICIPANT STRANDS

The convention attracts a significant number of trustees, CEOs, administrators, faculty, classified staff and student leaders; therefore there are many perspectives at the convention. Proposals are sought that target specific interest groups as well as those that address collaborations between all segments of the colleges.

PROGRAM FORMAT

Concurrent Sessions

Concurrent sessions on Friday, November 20 are scheduled for one hour and fifteen minutes. Sessions on Saturday, November 21 will be one hour. Concurrent sessions generally have teams of up to four presenters. Those interested in conducting a longer, preconvention workshop on Thursday, November 19 should contact Cindra Smith at the League office.

Displays

Individuals may request to showcase specific educational programs or ideas in the Educational Showcase on Friday, November 20. Presenters prepare a visual display and are available to discuss their program or idea at the designated time on Friday. Displays generally involve one presenter.

Roundtable Discussions

Roundtable Discussions are designed to be highly interactive and involve participants in exploring a specific issue or topic. No audio-visual equipment is provided. Roundtable discussions may be scheduled during any time slot. Roundtable discussions generally have one facilitator.

CRITERIA FOR SELECTION

The League's Annual Convention Committee will review proposals using the following criteria:

- **Innovative, unique, or thought-provoking;**
- **Relevant to current and future needs and challenges;**
- **Includes program evaluation or follow-up information where appropriate;**
- **Is of interest to multiple groups; and has**
- **Clear and interesting proposal descriptions.**

BEST COPY AVAILABLE

Timeline

Proposals are due in the CCLC office located at 2017 O Street, Sacramento, CA 95814 no later than 5:00 p.m. on Friday, May 22, 1998. Decisions will be made by the end of July. Principal contacts will be notified in early August 1998.

Audio Visual Equipment

All rooms will be equipped with an overhead projector and screen. A slide projector or VCR monitor will be provided upon request. Please plan to provide your own computer equipment and or computer projection equipment.

Presenter Registration

All presenters are expected to register for the convention. A reduced registration fee will be offered. We are unable to pay either honoraria or expenses to program presenters. By signing the proposal, the principal contact agrees to inform all participants that they are required to register and pay the conference fee.

Program Changes

The Community College League reserves the right to edit program titles and descriptions, to request changes in the proposal, and to encourage joint presentations of proposals have been submitted on similar topics.

Submitting Proposals

Proposals (other than e-mail) must be submitted on the form which is also posted to the League's Web Site. We ask that e-mailed proposals follow the format on the form.

Mail, fax or e-mail proposals to:

1998 Annual Convention Proposals
Community College League of California
2017 O Street, Sacramento, CA 95814
916/444-8641 Fax: 916/444-2954
E-mail: cclc@ccleague.org

Proposals must be received by Friday, May 22, 1998

Community College League of California
1998 Annual Convention

1998 Community College League of California

Many Perspectives – Shared Dreams

Presentation Proposal

Please type or print clearly. All sections must be competed. You must use this form, recreate it on your computer, or use the form available on the League's website at www.ccleague.org. **Do NOT** attach separate sheets or supporting materials.

Name of principal contact _____ **Title** _____

Institution/Organization _____

Mailing Address _____

City _____ **State** _____ **Zip** _____

Phone # _____ **Fax #** _____ **E-mail** _____

❶ LIST NAMES OF ADDITIONAL PRESENTERS

Name, title, institution/organization, mailing address & phone number for presenters **MUST** be included or all mailings will be routed through the principal contact:

❷ AUDIO VISUAL EQUIPMENT

All rooms will be provided with an overhead projector and screen. Please plan to provide your own computer equipment if required for your presentation.

We will need the following additional audio-visual equipment:

☐ **VCR/Monitor** ☐ **Slide projector** ☐ **Flipchart** ☐ **Other**

We will bring the following equipment:

☐ **Computer** ☐ **LCD projection panel** ☐ **Data projection system**

❸ EXPENSES AND SIGNATURES

By signing below, the principal contact agrees to inform all participants listed above that they are required to register and pay the conference registration fee and further agrees that neither honoraria nor expenses will be paid to program presenters.

Signature of Principal Contact _____ **Date** _____

Presentation Description

4 PRESENTATION SESSION FORMAT (CHECK ONE)

☐ Concurrent Session ☐ Display ☐ Roundtable Discussion

5 TARGET POPULATION (CHECK "ALL" OR SPECIFIC TARGET GROUPS)

☐ All ☐ Faculty ☐ Administrators ☐ Classified Staff
☐ Trustees ☐ Student Leaders ☐ Other _____

6 STRAND (CHECK ONE)

☐ Innovations and Outstanding Practice ☐ Policy and Finance ☐ Classified Staff
☐ Planning and Institutional Effectiveness ☐ Collaboration and Partnerships
☐ Leadership and Professional Development ☐ Our Economic Development Mission

7 TITLE OF PRESENTATION (10-WORD MAXIMUM)

8 PLEASE PROVIDE A 50 WORD (maximum) description to be used in the convention program should your proposal be accepted. Descriptions will be edited at our discretion.

9 PRESENTATION ABSTRACT (200-WORD MAXIMUM)

10 LIST THE MATERIALS YOU WILL PROVIDE OR DISPLAY AT THE SESSION

Proposals must be received by 5:00 PM Friday, May 22, 1998 and can be mailed, faxed or e-mailed:

Convention Proposals, Community College League 2017 O Street, Sacramento, CA 95814
916/444-8641 Fax: 916/444-2954 E-mail: ccic@ccleague.org

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PROGRAMS in the News

College Finds Creative Ways To Serve Local Needs

Palo Verde College (PVC), was founded in September 1947, on the site of the former Morton Air Academy six miles northwest of Blythe. Seventeen students enrolled that first year and by 1950 the enrollment reached 250 students. Community leaders in the Blythe area had the foresight to recognize the need to retain and educate those who were otherwise forced to leave the area to pursue higher educational goals.

In 1958 the College moved into a beautiful Spanish-styled building on East Hobsonway. By 1966, the student body numbered 472 and in 1967 the college moved to its present campus. When the college separated from the unified school district in 1973, the instructional program expanded to include vocational-technical, developmental and continuing education courses.

Don Averill came to Palo Verde as superintendent/president in 1996, bringing with him a vision for growth and improvement of services. Although enrollment has grown to 1600, Averill feels that many more students could be served.

PVC has been working with the contiguous community college districts to identify ways that partnering can be developed to meet joint needs through distance learning. This effort has led to two agreements that will be implemented in the 1998-99 fiscal year. The first project will provide for Registered Nurses Training via distance education in cooperation with the Desert Community College District.

The second project is a unique agreement—the "Colorado River Educational Compact"—a guest agreement with Arizona that will provide for the exchange of programs and students between three California community college districts and two Arizona districts. The result will have some impact on the growth of the Palo Verde College program. The cap for the program will be 150 FTES. Most of that enrollment from Arizona would come to Palo Verde College. Such an agreement has not been in place between Arizona and California since 1968.

Palo Verde College also is partnering with two higher education institutions to provide access to four-year college programs and degrees. CSU Chico is providing an interactive video instruction system that can assist in meeting instructional needs of the community college as well as access to four-year college programs. This program was started in the spring of 1997. The second effort is a partnership with Park College, a four-year college that works with military installations for advanced degree access. Palo Verde College cooperates with this project by providing office space and classroom use. This effort will begin offerings in the spring of 1998.

During the discussions of the "Colorado River Educational Compact," San Bernardino proposed the possibility that it might discontinue service to Needles. Within the last two months, San Bernardino has filed a letter of intent to de-annex from Needles. Palo Verde has written a proposal to San Bernardino and the Chancellor's Office indicating its desire to annex Needles. As *The News* goes to press, both district boards have approved the resolution. It goes before the county board of supervisors next and is planned to go before the Board of Governors in May.

Did you know . . .

Travel Discounts and Government Rates

48% of the colleges use "state rate" airfares at least some of the time

32% use the CCLC United Airlines discount at least some of the time

55% use government or conference discounts at hotels at least some of the time.

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Twelve Bridges—A Collaborative Effort

In 1982, Placer Holding Company purchased 4,900 acres of land in western Placer County to build a comprehensive, balanced, residential community. The community was to include education, employment, family, and recreation. This area is now known as *Twelve Bridges*. Placer Holding Company donated 40 acres of this land to Sierra College in 1994 for the purpose of assisting the college in meeting the educational needs of the growing region.

The Twelve Bridges Regional Manufacturing Technology Training Center is a collaborative effort of 23 industry organizations, 15 education institutions (including three area community college districts—Los Rios, Sierra and Yuba, as well as CSU Sacramento and UC Davis) and 3 government agencies dedicated to training a technologically skilled workforce for the regional economy. The grand opening of the facility was in December 1997.

The Twelve Bridges Community Task Force is focused on providing job training and skill development to meet the ever growing/changing needs of the manufacturing, technology, and electronics industries. The center is designed to be a "multi-layer" training facility that will offer short-term certificate and credit classes, internships, and training programs.

In the last five years, electronic industries have increased 83%, and computer/office equipment industries have increased 181%. Most of the employment expansion is expected to occur in the fast growing southwestern region of Placer County, along Interstate 80 and the Highway 65 corridor. The manufacturing sector will experience the greatest rate of growth at 68.4 percent, and it will account for the largest job gain of approximately 5,400 jobs between now and the year 2000.

The recently constructed Training Center is phase one of the project plan and is currently being utilized to provide training for local industries and as classroom space for industry programs. In addition, the center is being used as an Electronics Manufacturing Productivity Facility (EMPF) site to provide surface mount technology training. It is one of only three such sites in the United States.

Phase two of the program—scheduled for completion in 1998—will feature 20,000 square feet of classroom and training space adjacent to the current site. Phase three of the project will be completed within five years, and current plans call for development of a 100,000 square foot regional training center to be relocated to a 40 acre parcel adjacent to highway 65 in Lincoln.

Photo by Miriam Root, Yuba College

Cutting the Twelve-Bridges Training Center ribbon are (L to R): Russ Childs, CDO, NEC; Ed Graves, Director, Economic Development, Placer Country; Steve Epler, Superintendent/President, Yuba College; A representative from Western Placer USD, Kevin Ramirez, Superintendent/President, Sierra College; Al Gianini, Manager, Economic Development, SACTO; Art Curry, Director Economic Development, Sierra College.

Virtual College Off to a Great Start

Students have responded positively to Rio Hondo College's new Virtual College, which offered four general education courses this semester. "The response was so favorable that we had no trouble filling all four classes and even had to add a second session of English

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101," explains RHC's Virtual College Coordinator Andy Howard.

RHC students enrolled in "Approaches to Writing," "The World We Live In—The 20th Century," "Principles of Economics," and "Introduction to International Business." RHC's Public Service Department has offered online courses since May 1997, enrolling students in over 105 different public service courses.

The college's approach to developing the Virtual College is systematic and moving at a rapid and steady pace. Unlike most community college online programs, RHC's Virtual College courses are designed to fulfill students' general education and/or associate degree requirements. In the near future, many students will be able to fulfill the majority of degree and transfer requirements completely online.

Next fall, the Virtual College will be ready with 7-10 additional courses. In addition, online counseling, tutoring, library support, and registration will be available. "Convenience is the reason most students site for enrolling in our Virtual College," says Howard, who recently surveyed Virtual College enrollees. "Students who work, have family obligations, scheduling conflicts, transportation, and child care challenges are among those benefiting most from the Virtual College."

"Right now Rio Hondo's Virtual College is on the cutting edge," explains Dr. Ding-Jo Currie, assistant superintendent/vice president of economic and community development at RHC. "We are committed to developing a model of excellence for online learning with effective course designs, a user-friendly learning environment and efficient deliver. Quality instruction and support services will always be Virtual College's first priority."

Photo by Steven Burns

Service Learning Puts Education to Work

Mt. San Antonio College's new Physician Assistant Preparatory Program uses a unique approach to learning through service to the community that not only provides practical experience but also has instructors, students, and community members singing the program's praises.

"Service Learning takes what you're doing in class and puts it out in the community," said Mt. SAC Emergency Medical Services Department Chair Lane Braver.

The Physician Assistant Preparatory Program—a series of classes designed to give students preparation before they transfer to a Physical Assistant Program at a medical school—includes a classroom component that introduces medicine, legal issues, cultural diversity issues, and a background on the physician assistant career. The second component—another unique aspect of the program—is an advanced anatomy course in which students, through an agreement with Western University, receive anatomy training using cadavers at Western's laboratory.

"Because physician assistants must commit to service to the community, students are getting an idea what that is all about," said Braver, who added that the preparatory program is the only one of its kind in the country.

Service projects this fall have ranged from a tour of hospitals and clinics in Mexico to the performance of anti-drug skits at local schools, and from the refurbishment of a women's shelter in Pomona to a beach clean-up effort. Through the projects, students receive experience in the medical and social issues that confront society today, and the community organizations are grateful for the assistance. But while the projects provide a necessary service to the community, the real winners are the students.

"It's really exciting to see the projects performed all semester long and students coming back saying, 'can we do more of this?'" Braver said.

Photo by Mike Taylor

Mt. SAC Physician Assistant Preparatory students helped to refurbish the Pomona Inland Valley Council Women's Shelter as part of their service learning projects.

PROGRAMS in the News

College Donates Books to Typhoon Devastated Guam School

When a call for books from a small middle school in Guam reached the Cañada College campus in February, it was received in a big way. The campus immediately responded with donation of dozens of books for the Inarajan School, which recently shattered by Typhoon Paka and left without a single dry book.

The timing of the call was perfect. The nationwide NEA "Read Across America" campaign was scheduled to begin that week—coincidentally in Guam (where America begins)—and Cañada's English Department was already hard at work on the reading project. The call for books went out and dozens of books suddenly appeared in the Learning Center. A group of Cañada students, which *coincidentally* included Marina Gumataotao Borja who is from Guam and lives a short distance from the stricken school, helped pack books.

The *coincidences* didn't stop there. Cañada president, Marie Rosenwasser, who also helped pack the books, taught in Guam early in her career and knew the small school well. It is located close to the university and high school where she first taught English.

Cañada's care package of books may not have reached the small middle school in time for Dr. Seuss' birthday celebration on March 2nd, but when they did reach their far-away destination, books were put into the hands of a lot of delighted children. *Dr. Seuss would have been very happy.*

Photo by Jerri Creswell

Helping with book packing are (l-r) Redwood City Project Read Director Kathy Endaya, Phi Theta Kappa President Kerry Atalla, Sue Samse, El Grañada; Marina Gumataotao Borja, Guam; and Cañada President Marie Rosenwasser.

Student Computer Center Opens Giving Students Internet E-mail, Office Software

Golden West College's first campus-wide Internet lab opened recently for all GWC students, giving them an opportunity to do research on the Web, send e-mail and complete class assignments on state-of-the-art computers with the latest software.

All students may use the lab—and get a semester's worth of unlimited Internet access—for an $8 fee. Access to black & white laser printing and CD-ROM drives also is included. With this evolving technology available to all students, the library's resources are vastly expanded. It's like being able to open every book in any library from a computer on campus.

Appropriately, the Learning Resource Student Computer Center is located in the R. Dudley Boyce Library/Learning Center; GWC's founding president, R. Dudley Boyce, challenged the Golden West College community to "Let Change Be the Tradition."

At the center, students can use the Web to search for information on class reports, hunt for job opportunities, and identify universities they're interested in transferring to or keep on top of subjects of personal interest. With e-mail they are able to exchange ideas with classmates, get updates from instructors, continue long distance friendships, and develop on-going relationships with mentors. Inquiries about the center should be e-mailed to *info@gwc.cccd.edu* or visit the college's Web site at *http://www.gwc.cccd.edu.*

PEOPLE in the News

OCC Art Professor's Beautiful Statuette Unveiled to World at Writers Guild Ceremony

A visually stunning statuette, created and designed by Orange Coast college art professor, **Karen Mortillaro,** was awarded and unveiled for the first time in February at the Writers Guild of America awards ceremony.

Mortillaro's statuette—which takes the form of an abstract bird with outstretched wings—is now to the Writers Guild what the Oscar is to the Academy of Motion Picture Arts and Sciences. The statuette—yet to be named—was awarded to the Guild's winning film, television and radio writers.

Photo provided by Writers' Guild

Photo by Hank Schellingerhout

"When I designed the piece, I elected to depict the spirit of the writer in the form of a bird," said Mortillaro. "I selected this creature because it has eyesight so keen that it can go to the highest heights and the deepest depths. And its wings are spread like the pages of an open book. With those wings, the bird can travel swiftly and gracefully from north to south, east to west and beyond our borders. That same spirit can be found in each writer. Writing is a creative process that can't be turned off. All is brought to life on the printed page—the outstretched wings—by the writer's pen."

Each statuette, which is individually cast in solid bronze, is considered a piece of fine art. "It will age over time, just like a piece of bronze sculpture," Mortillaro says.

The OCC professor, who's been a member of the faculty for 27 years, is a graduate of Otis Art Institute. She's an award-winning artist who has exhibited her work worldwide.

Twelve artists from throughout the nation were asked to submit drawings last June. The competition narrowed to two finalists who were asked to submit a full-scale model of their designs.

"I was thrilled, absolutely thrilled," she says with a smile. "To become a part of Hollywood's lore and history—and to create a piece that will have lasting significance, much like the Oscar and Emmy—is very exciting."

Appointments

Terrence J. Burgess was named the new president for Chabot college, effective March 1.

Burgess has served as vice president of instruction at Irvine Valley College since 1987 He received the first annual Award for Administrative Excellence from the Association of California Community College Administrators (ACCCA) in 1996. And he was president of the Chief Instructional Officers of the California Community Colleges (CIOCCC) in 1994.

In addition to serving as vice president of instruction at Irvine, Burgess also served as interim president there in 1993-94. As vice president he has been responsible for all aspects of the academic affairs of the college. His experience includes serving as the Saddleback Community College Districtwide Academic Senate president and the Irvine Valley College Academic Senate president. He is an instructor of biology and taught at Irvine Valley. He also taught high school, lectured at CSU Fullerton, and was an instructor at a number of area community colleges.

Michael Rao, president of Mission College, has accepted a new position as chancellor of Montana State University, Northern Campus. Rao came to Mission in 1992 as dean of fine and applied arts and in 1995 was selected president, becoming—at age 27—the youngest college president in the country. He is credited with building strong relationships with area corporations and civic agencies, many of which have resulted in lucrative gifts to the college. Rao also is credited with the greatest program development and construction since the campus opened in 1979. His last day with Mission will be June 30, 1998.

Richard Sanchez has resigned as president of Grossmont College to become the president of Navarro College in Corsicana, Texas, effective March 2.

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of a board made up of one- or two-term members?

WTS: I have always opposed term limits. If the voters think the candidate is doing a good job, they should have the right to reelect. I think there is virtue in institutional memory, which helps a board not to repeat past mistakes. An experienced board member learns who the fakers are and who is really worth listening to.

The News: Do you have any concerns about the changing makeup of many boards?

WTS: Our board is very functional. I do have a lot of concerns as to educational professionals serving on boards. The board has to act as an honest broker. That is difficult where the member has had a lifetime alliance with one group. I think that retired teachers at the same college are by and large bad board members as they often are allied with cliques of which they were once members.

The News: You are an alumnus of Pasadena City College, and certainly know first hand that the district has long been recognized for its outstanding leadership and stable board. To what do you attribute this reputation?

WTS: The district has had the support of generations of students. It is incredible how many of the voters have attended. They want the college to succeed and tend to elect those who will carry on a reputation for academic excellence.

The News: You've just received the great honor of having the new library named for you in honor of your long-time support. Why did you believe so strongly in this project?

WTS: It should first be understood that the library is but one segment of the 10-year plan that is bringing to a close $100 million in new facilities. And of course—as a lifetime avid reader—I do have a great interest in the library, which is wired for generations to come so that the latest technology can easily be taken care of. It also contributes to the college ambience. Not only does the frontage on Pasadena's main boulevard (Colorado) improve Pasadena's image, but also the campus entrance with gazebo, fountain, terraces, and great sculpture garden will make for a most pleasing appearance when those in-progress facilities are finished.

The News: What was most gratifying about your service on the Pasadena board and to the college?

WTS: Three things: the first of which has been achieving and maintaining freedom for students and faculty. The students are free to make mistakes in the college paper without direction from the board, even though some board members may feel that "we are paying the bills so we should control content." Academic freedom is a must for a college faculty. I have found that fear of abuses of freedom has not been justified. Most students and faculty members have proved to be sensible. Second, with minor exception, having an excellent faculty, which is the most important task of the board. Third, is the great building program that has produced things that generations have thought to be impossible, such as a library, large parking structure, and a child care center, which is an important part of the instructional program.

The League is grateful to the Pasadena City College Public Relations Office for providing background information for this interview.

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Community College League of California

The News

Colleges Give Back to Their Communities with Service, Commitment to Caring

When West Hills College dropped its football program several years back, one of the reasons given for the decision, says Mark Gritton, was the local perception that football players were "unruly" and a detriment to Coalinga, a small, remote community west of Fresno. So when the college reinstated the team six years later, Gritton, the new head coach, made a commitment to improve the image of the football players by actively involving them in the life of the community.

"Ninety percent of our players come from out of the area," says Gritton. "Coalinga's size and remoteness shocks a lot of our student athletes. We needed to make them feel they have to be more responsible to the community."

MENTORING PROGRAM, WHICH INCLUDED ROOSEVELT MIDDLE SCHOOL STUDENTS PICTURED HERE ON A VISIT TO THE COLLEGE.

Toward that end, the football team implemented an outreach program that gives the student athletes a positive and productive opportunity to make a contribution to the local community. This past year, the players organized the children's bicycle rodeo in the town's largest community event, the Coalinga Wellness Festival. Student athletes also assisted with the construction of a new church, read to students in a local elementary school, helped plant flowers during the college's annual "Re-Leaf Day" and twice visited the residents of a local convalescent hospital. "A lot of our kids can connect with the elderly," says Gritton. "They have grandparents back home they miss a lot."

As a result of the community outreach program, reports coach Gritton, "the football players have become a lot more approachable to the people of the community. It's not unusual for residents to come up to our kids and thank them for their work. It's a program that is good for the community and a positive influence on the lives of our players."

The community of Coalinga is just one of many in California that

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COLLEGES GIVE BACK . . .

CONTINUED FROM PAGE 1

DVC STUDENTS DONATED **30,000** HOURS OF VOLUNTEER TIME THIS PAST YEAR WORKING AT ANIMAL/ HUMANE SERVICES, **AIDS** PROGRAMS, FOOD BANKS, MENTAL HEALTH SERVICES, AND PROGRAMS FOR RUNAWAY AND MISSING CHILDREN.

Photo by Scott Uha, CCCD

benefit from the outreach efforts of literally thousands of community college students, faculty, staff and administrators. As Chancellor Augustine Gallego of the San Diego CCD recently wrote, "An educated person understands and appreciates that there is value in learning, value in discovery and value in service to his or her community."

At **Los Angeles Trade-Tech College**, carpentry, electrical and plumbing students in the construction technology program have worked through Habitat for Humanity to build 28 homes for low-income families in Los Angeles, Long Beach and Whittier.

The program was initiated by Bob McNeel, dean of business and economic development, "in order to give our students the opportunity to give back to the community and to help out those who are less fortunate." McNeel points out that most of the students building the homes for low-income families come from low-income families themselves. "Students have told me it made them realize that with the skills they are learning at the college, they could contribute to people who are even less fortunate than they are."

The scope and number of programs and projects being undertaken by community colleges in their local communities is both impressive and inspiring.

- Students in the environmental studies program at **Saddleback College** in Orange County have spent hundreds of hours in local parks and wilderness areas doing maintenance chores and habitat restoration and nature center construction. The effort has been essential to keeping the parks and wilderness areas open to the public.
- **Chabot College's** dental hygiene students provide oral health care screenings to elderly patients in senior centers. The same students also conducted a highly-praised preventative oral health program for adolescent hemophiliacs at Children's Hospital in Oakland.
- At any one time, 30 to 40 **Santa Monica College** students are working in local agencies ranging from the YMCA to the Police Activities League helping young people as part of the college's Community Bridges Internship.
- At **Mesa College** in San Diego, more than 100 faculty, staff and students have volunteered to build homes for Habitat for Humanity. One of the homes was for a Mesa student with four children.

And at **Mt. San Antonio College**, students in the physician assistant program helped refurbish a women's shelter in Pomona.

LINKING LEARNING TO COMMUNITY SERVICE

The largest organized community assistance effort currently underway in the California community colleges is associated with Service Learning, a nationwide movement in America's colleges and universities linking the learning process to community service. According to Gail Robinson at the American Association of Community Colleges (AACC), nearly 40 California community colleges are currently involved. Glendale College and City College of San Francisco, in fact, serve as "mentor" colleges for institutions initiating Service Learning in other states.

Southwestern College in San Diego County received an AACC grant this year to integrate Service Learning into the curriculum. It began with English composition students spending time in local elementary schools helping children to read and in convalescent homes reading to elderly residents. Next semester the college will expand the new program to include students in biology, Spanish and seven other disciplines.

The program, says President Serafin Zasueta, "Is a marvelous

opportunity for our students to develop an external perspective, to learn about the needs in our community, and to help address those needs. As they encounter their experiences, they are realizing that their involvement and commitment can make a difference in the lives of another person and in the well-being of our collective community."

MiraCosta College and Glendale College have two of the most successful Service Learning programs in the state.

At **MiraCosta**, students in 26 classes have read to the blind, taught swimming to children with cerebral palsy, and brightened the lives of AIDS patients. Instructors say some students are initially reluctant to get involved in community service as part of a class. "I nearly went into convulsions when I found out that this assignment would be worth 20 percent of my grade," says Paul Haney, who spent 20 hours tutoring Hispanic children at the San Luis Rey Police Resource Center as part of his English course. "I went into the assignment feeling anxious and sorry for myself. Now I wouldn't trade the experience for anything."

THE SCOPE AND NUMBER OF PROGRAMS AND PROJECTS BEING UNDERTAKEN BY COMMUNITY COLLEGES IN THEIR LOCAL COMMUNITIES IS BOTH IMPRESSIVE AND INSPIRING.

At **Glendale**, 500 to 600 students participate in Service Learning activities each semester, reports Hoover Zariani, the program director. Computer science students help non-profit organizations created WEB pages, chemistry students conduct experiments for elementary school students, and humanities students work in the local homeless shelter.

Says Zariani, "The program serves as an additional learning tool for students. It shows how the service experience relates directly with the curriculum. It both answers the question, why am I taking this course, and instills a sense of service to the community."

At **American River College**, 120 to 150 students serve their local community each semester through the "Smart Kids" tutoring program, which pairs college students with second through sixth graders identified as at least two years behind in their reading skills.

"We feel strongly that students should be encouraged to be engaged in community service," says Robert Frew, dean of English at the college and a member of the board of directors of Smart Kids, a 35-year-old program in Sacramento. "We're also trying to entice people into the teaching profession. We feel real committed to the program because of the significant advancement the children make in their reading."

Children also are the beneficiaries of a project at **City College of San Francisco** staffed by students taking child development or elementary school education classes. Thirty-four CCSF students participated in the fourth annual Children's Health Fair in the Tenderloin, a low-income neighborhood, helping local children with arts and crafts projects and reading with them.

The program, says program coordinator Christine Gauthier, helps both the young children and the CCSF students. "The students, who are all on welfare, are gaining practical experience in teaching and in keeping a schedule and managing their time. The community benefits by having 34 people teaching literacy skills to these young people. We've seen wonderful progress. One of our volunteers is called a miracle worker!"

Miracle workers can also be found in the industrial sewing class at **Evergreen Valley College** in San Jose where students in the Industrial Apparel Production class recently made nightgowns for battered and abused women at a local shelter. JoAnn Balzer, the student who came up with the idea, says the nightgowns are a perfect gift for abused women. "Women remember to pack things for their kids, but not always for themselves. This is something respectful to them, they've been through so much. It's something new, nice and good quality."

For Joanne Meadows, another student in the class, the project is about "giving back. It's time we women start taking care of each other. Most of us have been blessed."

Lou Roseman, a sociology instructor at **Diablo Valley College**, uses a well-known observation to make that same point and to motivate students to join his college's Volunteer Center: *I cried because I had no shoes, and then I saw a man who had no legs.* DVC students donated 30,000 hours of volunteer time this past year working at animal/humane services, AIDS programs, food banks, mental health services, and programs for runaway and missing children.

Students gain from the experience in a number of ways, reports Roseman, including improved academic success, better preparation for the work force, ethical development, heightened self-esteem, social maturation and increased civic awareness. The 1200 students who make up the DVC volunteer effort regard it, says Roseman, as "a way of looking at the world which is different than 'me first.' Students do have idealism but we have to give them a chance to express it."

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Mark Guidas, the user support and network coordinator at Long Beach City College, likens his job in the college's academic computing and information technology department to frantically riding around in a fire truck all day long.

"I feel like I'm working for the Long Beach Fire Department," says Guidas. "Basically, we're putting out fires all day. It's a juggling act between maintaining and servicing machines and setting up networks."

Like many California community colleges, Long Beach is experiencing the joy of upgrading and expanding its computer-based technology resources while simultaneously struggling to meet the staffing challenges associated with rapid change and growth.

Long Beach City College has installed 65 student computer labs and a network that provides the labs with software applications ranging from business applications to English-as-a-second language. In addition, the number of administrative and faculty computers has grown from 100 to 700. The computer count on campus now totals 2,000.

> "THE TECHNOLOGY REVOLUTION ON COMMUNITY COLLEGE CAMPUSES IS BEING FUELED, IN GREAT MEASURE, BY THE RECENT INFLUX OF STATE FUNDING FOR EQUIPMENT AND TECHNOLOGY INFRASTRUCTURE."

Guidas and two other technical support staff are responsible for maintaining all 2,000 computers and helping set up new labs, new computers, new wiring and new lab servers. "It keeps us busy," he says. "On this job there is always something different each day. I like it a lot."

The technology revolution on community college campuses is being fueled, in great measure, by the recent influx of state funding for equipment and technology infrastructure. In 1996-97, the state provided community colleges with $101 million for instructional equipment, library materials, telecommunications, technology and technology infrastructure. In 1997-98, the figure jumped to $141 million. This year, the colleges are anticipating at least another $126 million.

The money is being used to link the colleges to the California State University telecommunications wide area network (which is capable of linking the community colleges and the Chancellor's Office together), build local area networks, improve library technology, implement technology applications to improve student learning, and bolster student and administrative services. The influx of money is providing both opportunities and challenges across the state.

"We've been racing since last August to complete our projects," says Bob Skapura, director, instructional technology, at **Los Medanos College,** "because there is money for the first time for equipment and projects." The Contra Costa county college is 90% done with a major project to install a fiber-optic infrastructure throughout the campus. The goal this year is to have all faculty, classified and managers hooked up to a network that will allow a sharing of databases, and provide e-mail service and Internet access. "We're only doing data and Internet now," says Skapura, "but we eventually will be able to transmit video. This sets us up for the 21st Century."

The Los Medanos technology staff includes two network specialists, a computer specialist and a cabling specialist. "They are definitely overworked," says Skapura. Working nights and weekends is sometimes required. "Fortunately, I have a staff that has great pride and satisfaction in pulling off big projects."

At **Citrus College,** the MIS staff works closely together to ensure the college community is using the new technology to its full advantage. The college is currently building the fiber-optic, networking and Internet infrastructure to support both administrative and instructional needs. According to MIS director Bill McCusker, the staff "is being stretched in several directions. I could use a staff two or three times what I have."

The solution? "We try to make generalists of our staff. We have information system specialists working on

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storage, acquisition, processing and delivery and we have information technology specialists working on building and maintaining networks. Because nothing in our business stays current very long, the staff has to go with the flow and constantly re-evaluate our skill sets by learning, training and experimenting."

The two colleges in the **San Jose - Evergreen** district are located right in the midst of the Silicon Valley, ground zero of the technology revolution. Mike Hjerpe, a systems programmer for the past 19 years at the district, helped design and engineer the networks required for the creation of an Intel lab to train students in computer chip fabrication at San Jose City and a Sun Microsystems project at Evergreen Valley.

Despite the tremendous changes in the use of—and dependence on—technology, "We haven't received any staffing additions since Prop. 13," reports Hjerpe. "In the past four years, the district has added 1,200 workstations to the network. It's hard to find the time and resources to implement new technology. We are operating at a level that can't be maintained. I imagine that's true just about everywhere."

"IN THE PAST FOUR YEARS, THE DISTRICT HAS ADDED 1,200 WORKSTATIONS TO THE NETWORK. IT'S HARD TO FIND THE TIME AND RESOURCES TO IMPLEMENT NEW TECHNOLOGY. WE ARE OPERATING AT A LEVEL THAT CAN'T BE MAINTAINED. I IMAGINE THAT'S TRUE JUST ABOUT EVERYWHERE."

The technology revolution requires information system staff to not only be quick on their feet, says Marshall Whatley, the network services manager for the **San Bernardino CCD,** but willing to bite the bullet. San Bernardino is putting fiber-optic infrastructure in at the Valley College campus, installing a new student administrative database and issuing PCs to all faculty.

"It seems everyday there is a new standard or new way of doing things. The hardest thing is when you are buying hardware and you don't know if you're buying the right stuff. Six months after you've paid for it, someone will ask, 'Why didn't you buy this other product?' It becomes an accountability issue for those of us in the trenches."

It also becomes an issue of trying to manage the increasingly complex mix of systems and services found on most college campuses today. Perry Daniels, the systems operations manager for the **Yosemite CCD** in Modesto, says ten years ago when he started at the district the staff had to manage only a single mainframe-based computer system. Now, the two-college district has one system for administrative purposes, another for the library (an automated circulation system) and a third for student telephone registration. "There are more things to do whether there is budget for them or not," he says. "We've gone from a single mainframe centralized processing system to desktop computers that each have more power than our old system had on its own. Our challenge is to manage multi-systems and get them all to work together."

At **Imperial Valley College,** the staff of two programmers and two technical support personnel "are always behind," admits Saul Hom, information systems supervisor. "Our staff is small in terms of the programming needs of the college. We struggle to meet the demand. Why? With the new technology, you can do a lot more. But people know that and they come to us with new ideas and more requests."

Barstow College is another small college with big technology projects on the front burner, reports Joe Nemcek, dean of management information services, including implementing a new administrative software system. "As a small school, every one of our five MIS employees does more than one job. Barstow College has as many administrative functions to undertake as we did when I worked at Long Beach City College, which had three times the staff. We have to register students, develop a class list, and give students grades, just like the big schools."

Keeping up with a hectic project schedule is a major goal at **College of the Desert,** as well. Glenn King, the network services supervisor, is new to the job but anxious to upgrade the system. The college is upgrading all its computers to Pentiums and upgrading the network's e-mail and personal scheduling features for its desktop computers. "We're talking about building additional computer labs, some with public access. We're doing okay but we're constantly busy."

The key to success in these hectic times is a staff that works well, says Joyce Miyabe at **Citrus College.** Miyabe is responsible for training and technical assistance for both staff and faculty. "My job is to help make staff feel comfortable with change," says Miyabe, who makes office calls and conducts group workshops. "It's a very lonely, very frightening feeling if you're thrown a new computer and you have no one to help. All of us in the MIS department work together. If the user is having a problem, they bring me in. If it's the hardware, I bring in our technical support experts. We have to work together because there are so many different pieces to the puzzle."

According to **Chaffey College** computer project specialist and League board member, Mary Thompson, training is a critical component often left out of the planning. Chaffey is fortunate, says Thompson, because the college acquired new equipment before the CCCCO

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"THE COLLEGE IS LOCATED AT THE JUNCTION OF FOUR FREEWAYS AND IS ACCESSIBLE TO STUDENTS FAR BEYOND DISTRICT BOUNDARIES. THE WEB PAGE SCHEDULE IS IMPORTANT BUT THE PRINTED SCHEDULE IS CRITICAL."

This semester, Diablo Valley College printed 47,000 copies of its Spring class schedule. The schedules were mailed, as they have been for years, to continuing students and sold through the college bookstore. But for the first time ever, DVC also put its entire class schedule on the Internet.

"A majority of our student body is under 25," says Grant Cooke, director of marketing and media design for the college. "They are so accustomed to using the Internet as a source of information that putting our schedule on the Web just makes a lot of sense."

Printed class schedules have been the backbone of community college marketing and information efforts for decades. Some colleges mail them out to every resident in the district, some give them away free on campus, some sell them in stores in the community and a few even mail them out-of-district. But colleges are beginning to view the World Wide Web as an increasingly important resource for getting out the word about classes available both on campus and on the Internet.

Luis Rosas, the vice president of academic affairs at Los Angeles Harbor College, says the college uses both hard copies of the class schedule and its Internet home page to inform and recruit students. "The hard copy is still our primary marketing source. The schedule we put on the Web is supplemental information. But chances are that will turn around and, in the future, the Web will become our primary source."

Why? Rosas believes classes offered via the Internet will prompt more and more cyberspace-friendly students to check out the college's home page. "We have five Internet classes now and enrollment is going up. It's picking up steam."

Long Beach City College sells its class schedule on its two campuses and in most 7-Eleven stores in their service area, according to public information officer Janice Atzen. The class schedule has also been on the Web for the past six months and is getting "a lot of visitors. But we don't know yet if they are using it exclusively to plan their schedule." The college is, however, moving aggressively to make its home page schedule more accessible to students. LBCC is currently planning to install five electronic kiosks on campus that will allow students direct and convenient access to the Web class schedule.

Solano Community College is gearing up to have its class schedule on the Web this summer and on-line registration available to students by fall, reports public information officer Christina March. Currently, 80 percent of Solano students register by phone. She expects 10 percent will register via their computer by next fall. On-line registration allows students to see which classes are open using the on-line class schedule and to then register in "real time," as if they were standing in the admissions office on campus. "It's very efficient," says March. "Students do the work of the admissions office."

March believes that on-line class schedules and on-line registration will not, however, put an end to printed class schedules. "A lot of people don't have computers and are used to getting them in the mail. It would be difficult to wean them from that habit."

Cerritos College, which has its class schedule on the Web, is, in fact, becoming more aggressive with its printed schedule. Next year the college will give them out free (they now cost 75-cents) and will begin mailing them to continuing students who live outside the district, a group that represents 60-percent of the total student body. Says Steve Helfgot, director of school and community relations, "The college is located at the junction of four freeways and is accessible to students far beyond district boundaries. The Web page schedule is important but the printed schedule is critical."

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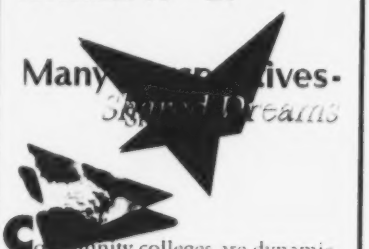
Make plans now to attend the 1998 Annual Convention

WESTIN HOTEL, LONG BEACH
NOVEMBER 19 – 21



Community colleges are dynamic, complex, multifaceted institutions. Their strength comes from the shared commitment to learning and to fulfilling student dreams. The 1998 Annual Convention is designed for all administrators, faculty, classified staff, students, and trustees. It will be an opportunity to come together to explore, share, learn, and celebrate.

The program will include sessions in the following areas:

- Innovation and Outstanding Practice
- Policy and Finance
- Planning and Institutional Effectiveness
- Collaboration and Partnerships
- Leadership and Professional Development
- Economic Development
- Classified Staff

Confirmed keynoters include:
Dr. William Moore, professor, the University of Texas at Austin and **Michael Josephson**, president, Josephson Institute of Ethics.
Registration materials will be mailed in August and posted to the League's Web site at www.ccleague.org.

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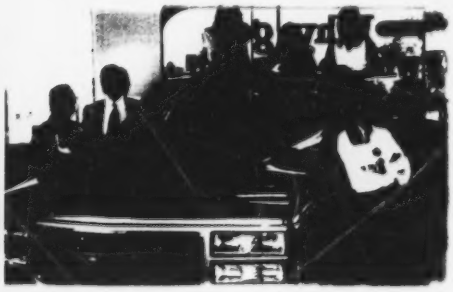
n CAMPUS in the ews

Internship Gives Students Real-World Experience

As tension built and the stress of meeting a deadline became apparent on their faces, 13 **Allan Hancock College** business students learned first-hand what it means to be in the high-intensity world of marketing.

They took part in a General Motors Marketing Internship (GMMI) program, a joint venture between Allan Hancock College and General Motors, in which



students form and operate their own marketing agency to research, design, present, and execute a promotional event for a real-life GM dealership. And oh yes, they also earn academic credit.

To do the job, the interns created their own marketing agency, called Planet Marketing, with the slogan "universal recognition." Their mission? To develop a promotional campaign for Stephens Airport Auto Center of Santa Maria.

"GM is always excited for fresh, young ideas from college students," said liaison Sonia Arruda of Ed Venture Partners, the organization that connects local dealerships with a college. "And it's a wonderful opportunity for the students to gain real-world business experience," she said.

This is the second year Allan Hancock College business students have participated in the GMMI educational community partnership. This year, the student marketers targeted the agricultural industry by designing a promotional campaign for the GMC Sierra pickup, a truck that is most applicable to agricultural business. After researching people in the agriculture community that included farmers, growers, field workers and wineries, students compiled a list of what consumers said they look for in a truck.

"We learned that they were looking for vehicles that would handle hauling large weights of produce or soil treatments and fertilizer," said senior internship coordinator Martha Gonzales. "They also want good towing capacity and a vehicle that has higher ground clearance for use in softer soil."

With the research data, students devised a campaign that worked within the $2,500 budget funded by General Motors and their client/dealership, Stephens Airport Auto Center.

Planet Marketing established departments and department heads in public relations, advertising, research and financial updates; wrote a comprehensive plan book; and spent countless hours outside of class putting the campaign together. If their proposal is adopted, the students will implement their promotion, conduct post-event research and analyze the results.

Allan Hancock College business instructor Tom Vogt arranged the internships for his students and acts strictly as an advisor, letting the students do the planning and executing. "It's an invaluable experience to students," he said. "They learn how to apply their research and marketing efforts to better acclimatize to the business world."

Spring Break Alternative

Instead of consuming overpriced margaritas at Rosarita Beach during their spring break, 20 **Orange Coast College** students chose to spend their time on an 1,100-acre working ranch in Perryville, Ark.

The students were participants in OCC's REACH (Responsible, Educated and Aware Community Helpers) Program. The Arkansas project served as the college's first effort at scheduling a service-oriented travel alternative to traditional spring break activities. It proved to be a success.

OCC is a participant in BreakAway, a national program designed to address the high incidence of substance abuse

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n CAMPUS in the ews

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among college students during key holiday periods. Alternatives to "partying" are offered by colleges and universities involved in the BreakAway program. The "alternatives" place strong emphasis on community service. Prior to their Arkansas departure, OCC's students were required to sign a contract vowing to abstain from substance use or abuse during the spring break.

The trip was underwritten by a grant from the Pacific Life Foundation. OCC's 20 students were supervised during the week by OCC physical education professor, Barbara Bond, English instructor, Jeff Netto, and Student Services Office assistant, Jenny Netto.

The students worked at Heifer Project International's Global Livestock Center in Perryville. Heifer Project International, headquartered in Little Rock, works to improve lives worldwide through the gift of livestock. President Jimmy Carter is one of the organization's leading supporters.

In addition to producing livestock, the 1,100-acre Perryville Global Livestock Center researches ways to develop sustainable methods of agriculture and gardening for impoverished peoples in more than 40 different countries.

"Our students learned quickly that the activities of the ranch aren't limited solely to the care and maintenance of animals," said Jenny Netto. "Although they worked directly with livestock at the ranch—goats, sheep, donkeys, cows, rabbits, chickens, llamas, water buffalo and camels—the students painted barns, repaired trails, cleaned pens, transplanted plants and vegetation,

and provided the energy to keep the ranch and its programs operating."

During the evening hours, the students earned OCC English credits by taking Jeff Netto's journal writing course. In addition to their English class assignments, farm chores and recreational activities, OCC's students participated in an exercise called "The Global Village." All students were divided into families by lottery. Each family spent one night living at a subsistence level for a specific part of the world. "Families were forced to overcome cultural differences and trade one another for food and resources. As the exercise began, each family was informed—via sealed envelope—of the cultural specifics it had to assume. For that one night, the students shared something in common with 80 percent of the world's population; they had to prepare their evening meal over an open fire.

In addition to doing their part to fight global hunger, Orange Coast College's students left their own unique mark on the Global Livestock Center—a compost heap. "The students did a great job, and should be proud of their work," said ranch employee, Travis Short. "Their compost heap was superior."

Film Department/Students Garner Honors

From Robin Williams to Nicolas Cage and Lucasfilm to Pixar, the Bay Area has in recent years earned a reputation as an extension of Hollywood. What many people don't know, however, is that the Bay Area—and specifically the **College of San Mateo** (CSM)—is also home to some of the most promising filmmakers of tomorrow. It appears that this won't remain a secret for long.

Instructor Jay Rosenblatt has been awarded a Guggenheim Fellowship for 1998. Selected from among 3,014 applicants during the competition's 74th year, Rosenblatt is

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one of just 168 artists, scholars and scientists named to fellowships this year. He joins the ranks of luminaries including Ansel Adams, Henry Kissinger and Linus Pauling, among others.

Guggenheim Fellows are appointed on the basis of "unusually distinguished achievement in the past and exceptional promise for future accomplishment," according to the John Simon Guggenheim Memorial Foundation. The honor recognizers Rosenblatt's body of work and previous awards, including a recent Sundance Special Jury Award for his 30-minute film "Human Remains."

The Fellowship will provide Rosenblatt with approximately $30,000 for his next project. While he acknowledges that the funds will be put toward equipment and production costs associated with his next film, he refrains from elaborating publicly on the future projects. That will happen only when the film is "in the can."

Word of Rosenblatt's Fellowship followed closely on the heels of another exciting announcement by the CSM film department: Faculty member Dina Ciraulo's short film "Bayou" will be screened at the Impakt Festival (in Utrecht, the Netherlands), which is billed as a showcase for innovative film, video art, music, installations, new media, and performances.

Perhaps it is infectious, this success, because Resenblatt and Ciraulo's students are receiving accolades of their own. The students of CSM's film program have earned the opportunity to participate in a national student film festival hosted by Hunter College in New York City. As a result, Rosenblatt and Ciraulo have been asked to submit approximately six films for consideration. Selected films will be screened at the four-day festival in October, and honored students will receive awards of $1,000 plus travel expenses.

Colleges Seek new Readers in Cyberspace

CONTINUED FROM PAGE 6

The printed schedule remains critical to Imperial Valley College students as well, says public information officer Mark Horsman. The college put its class schedule on the Internet more than a year ago but still mails out the printed schedule to all enrolled students and all residents. "This is a low-income county and we make the assumption that most students don't have access to the Web. We're not expecting the Web to replace anything else we are doing now for a long time."

"BECAUSE WE'RE IN THE MIDDLE OF THE SILICON VALLEY IT'S SORT OF EXPECTED. OUR NEIGHBORS ARE STANFORD UNIVERSITY, XEROX, NETSCAPE, AND SUN MICROSYSTEMS. YOU ORDER FOOD FROM RESTAURANTS VIA THE INTERNET IN THIS AREA."

"THIS IS A LOW-INCOME COUNTY AND WE MAKE THE ASSUMPTION THAT MOST STUDENTS DON'T HAVE ACCESS TO THE WEB. WE'RE NOT EXPECTING THE WEB TO REPLACE ANYTHING ELSE WE ARE DOING NOW FOR A LONG TIME."

The cyberspace class schedule at Santa Barbara City College hasn't had an impact as of yet on sales of schedules on campus, says public information officer Patricia Kistler. The college mails the schedule to all homes in the district and sells them on campus. But plans are in the works, she reports, to encourage students to use the Web schedule. The college plans to implement on-line registration via the college's Web page. "We anticipate someday that we may not rely on our printed class schedule as we do now," says Kistler, "but we'll always have to remember that there are people we serve in the community colleges who don't have access to the Web."

At Foothill College in the Silicon Valley, on-line registration is already up and running, reports publications and publicity coordinator Lori Thomas. And the class schedule has been on the Web for nearly three years. "Because we're in the middle of the Silicon Valley it's sort of expected. Our neighbors are Stanford University, Xerox, Netscape, and Sun Microsystems. You order food from restaurants via the Internet in this area."

"PEOPLE LIKE A PRINTED COURSE SCHEDULE WHILE USING THE HOME PAGE FOR ADDITIONAL INFORMATION. I THINK THE TWO SYSTEMS—THE WEB AND THE PRINTED COURSE SCHEDULE—COMPLIMENT EACH OTHER, AT LEAST FOR NOW."

In fact, 30 percent of the Foothill and De Anza colleges' student bodies register on-line. Interestingly, says Thomas, many of the students still use the hard copy of the class schedule when registering on-line. Sales of the class schedule are actually up at the local stores. "Enrollment is up and new students like to have the class schedule in their hand."

This makes sense to Diablo Valley College's Grant Cooke. "People like a printed course schedule while using the home page for additional information. I think the two systems—the Web and the printed course schedule—compliment each other, at least for now."

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PEOPLE in the News

Appointments and Honors

Don Bedard, retired Cypress College administrator, has returned to serve as interim president for the college in the wake of Christine Johnson's resignation. She is marrying and moving to Baltimore, Maryland. Though retired, Bedard has continued his involvement in campus affairs through the college's foundation and the friendships he made during his 22-year career at the college.

Sandra V. Serrano, Bakersfield College vice president of student services has been named president of the college. Serrano began her career at BC in 1989 as associate dean of students. She was named dean in 1993 and vice president in 1994. Previously, she served as diretor of student academic services at CSU, Bakersfield. Serrano holds a bachelor's degree in political science from UC, Berkeley and a juris doctorate from Hastings College of Law.

Rose Tseng, chancellor of the West Valley-Mission CCD, has been appointed chancellor of the University of Hawaii at Hilo and senior vice president of the University of Hawaii system effective August 1.

The Learning Resource Center currently under construction as part of the Allan Hancock College Lompoc Valley Center will be named for long-time board member, **Richard K. Jacoby**. He was elected to the AHC board in 1979 and has served on the CCCT board since 1991.

Board of Governors Seats New Members

Governor Wilson has made four new appointments to the Board of Governors of the California Community Colleges.

Kathleen Daley-Howe, trustee of the Riverside CCD since 1991, is owner of Daley Tax Professionals, a tax and bookkeeping service, and is an enrolled tax agent. She is treasurer of the Riverside Arts Foundation and treasurer-elect of the Arlington Rotary Club of Riverside.

Victor Calderon, is a San Diego County founding partner of the certified public accounting firm of Calderon, Jaham and Osburn. He is a former trustee of Imperial CCD, serving from 1978 to 1988, and of the Grossmont-Cuyamaca CCD, serving as board president in 1996.

Charles Joo Kim, of Cerritos, is founder and executive director of the Korean American Coalition. Kim previously served as managing partner and president of American Access Group from 1988 to 1995. Kim is also Senator Hilda Solis' appointee to the California-Asian Trade Commission.

Peter G. Mehas, Superintendent of Schools for Fresno County Office of Education and former chief advisor on matters relating to public education in California to Governor George Deukmejian. The Governor also reappointed **Patricia G. Siever**, a faculty member in the Los Angeles district for 22 years and former vice president of the statewide Academic Senate.

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In Memoriam

Kenneth Washington, a pioneering black educator and the veteran leader of the Los Angeles Community College District died in April of complications from a stroke and heart failure.

Originally a teacher, Washington was one of the original trustees of the LACCD. He left the board in 1975 to become the state's first black college president at City College of San Francisco. After seven years there, he returned to the Los Angeles district as vice chancellor of educational services until his retirement in 1986. He was reelected to the board in 1991 and served two terms as president.

A family spokesman said that Washington "believed the purpose of education is to perpetuate the culture, to prepare young people to live civilly in a civilized society, and to help them develop their skills so they can work and participate in our society and enjoy the benefits."

The family has asked that memorial donations be made to the College Fund/UNCF, 725 S. Figueroa St., Suite 800, Los Angeles, CA 90017.

PEOPLE in the News

5 California Students Make All-USA Academic Team

The League is proud to honor the three California community college students who were among the 20 outstanding students and campus leaders named to the 1998 All-USA Academic First Team. Each received a trophy at the American Association of Community Colleges convention in April and $2500 from *USA Today*.

April D. Cubbage
Orange Coast College
Age: 22 **GPA:** 3.41
Major: Communications, Women's Studies

Goals: My career ambition is to work in non-profit women's organizations and in public service, such as politics.

Achievements: Community college winner 1997 Interstate Oratory Competition; speech and debate team president; convalescent home volunteer; volunteer tutor; provides shelter for homeless and runaway youths.

Karim Milbis
Mt. San Antonio College
Age: 23 **GPA:** 4.0
Major: Pre-med

Goals: to become a doctor and ultimately to help poor countries with poor health care systems develop better ones.

Achievements: Founding president, Muslim Students Association; founding member, Inter-Cultural Awareness Council; coordinator, campus beautification project; toy drive coordinator; blood drive coordinator; mosque volunteer.

Shawn M. Stevens
Feather River College
Age: 22 **GPA:** 3.58
Major: Forestry, Environmental Science

Goals: Fire ecologist, educator about environmental problems and restoration solutions.

Achievements: Studied tree scars to determine fire frequency in the Antelope Reservoir Watershed; outdoor educator, UC Berkeley forestry camp; environmental club treasurer; volunteer, nature center and botanical garden.

Two additional students were named, one to the Second Team: **Debra Maho**, 20, Santa Barbara City College, history and political science; and one to the Third Team: **Carrie Galvin**, 24, Mt. San Jacinto College, business administration.

Four Named "Woman of the Year"

California legislators selected three community college women to honor as "1998 Woman of the Year." Senator Jack O'Connell (18th District) named **Charlotte Alexander**, Cuesta College director of Public Affairs and Community Relations as 1998 Woman of the Year. She was sited for her activism over the last seven years in cultivating community enthusiasm for an extension campus in an area that has been educationally underserved. Throughout her professional career, she has received accolades from the Community College Public Relations Organization, the National Council of Marketing and Public Relations (NCMPR) and won the NCMPR National Award for community college plans, and the Print's Regional Design annual award for art direction of national magazine cover design. She also teaches broadcast communications at Cuesta College.

Assemblymember Jim Cunneen (24th District) named **Nancy Pyle**, trustee of the San Jose-Evergreen CCD. She also serves as trustee for Notre Dame High School and is a commissioner for the City of San Jose. An adamant

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promoter of pre-school diagnosis of learning handicaps, she worked to strengthen the articulation process among all grades and to increase student mentoring. This past year two unified high school districts formed a partnership with San Jose/Evergreen CCD allowing high school students to attend classes for college credit while completing their high school education. Next on her agenda is tackling textbook affordability for community college students.

Nancy Rosasco, former trustee for the Yosemite CCD (1875-1997), was singled out by George House (25th District) for extensive volunteerism and devotion to Tuolumne County and its residents. She served for 23 years as executive director of the county's Farm Bureau and more recently of the TUCARE organization. She served on the Yosemite board from 1980 to 1997; served five terms on the CCCT board and was president of the national Association of Community College Trustees. She also served on the Tuolumne County Grand Jury and as a member of the boards of directors of the Mother Lode Community Action Foundation, the VNA/Hospice, the Sonora Community Hospital governing board, and as a member of Delta Kappa Gamma and Omega Nu.

Tyree Wieder, president of Los Angeles Valley College, was selected by Assemblymember Robert M. Hertzberg (40th District). Her career in education began at Moorpark College as a counselor. She moved to the LA Mission College as dean of student services and was later appointed dean of academic affairs. She was then selected as director of educational programs for the Los Angeles district before coming to Valley College in 1989. She has been the recipient of numerous awards, including the 1994 tribute to African-American Women Administrative Leaders and the 1995 Woman of the Year from the National Council of Negro Women as well as being recognized by the Brotherhood Crusade, the Black Woman's Leadership Conference, the San Fernando Valley Chapter of the United Nations Association and the Beta Pi Sigma sorority.

Technology Revolution Means Hectic Days

CONTINUED FROM PAGE 5

grant was available and have a well-developed training program on campus using a contract trainer who conducts sessions at all skill levels. Chaffey also has standardized across the campus on software and hardware. (There's a separate Title III coordinator for course development software.) Increasing the number of computers and installing networks has meant hiring specialists to keep up. Adding to this already stressful situation is switching administrative database software. "The problem is," said Thompson, "to keep the operation running on the current software while at the same time building the structure and training on the new software."

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FALL 1998

GROWTH OF CONSUMER-FRIENDLY HIGHER EDUCATION SPURS COMPETITION FOR STUDENTS

Frustrated by declining enrollment, MiraCosta College earlier this year turned to its student body to find out how it could make its class schedule more consumer friendly.

CALIFORNIA STUDENTS AND WORKING ADULTS FACE A PLETHORA OF CHOICES FROM A RAPIDLY GROWING LIST OF PROVIDERS. ARE COMMUNITY COLLEGES READY TO COMPETE?

A survey of 450 students told the college a lot: Students wanted convenience, flexibility and expedience. MiraCosta got the message. This fall, the college is offering an array of schedule options designed to dovetail with students' hectic lifestyles. The options include:

- "Weekend College," which allows students to take as many as 12 units on Fridays and Saturdays.
- "Cyber College," classes taught on the Internet, giving students the freedom to "attend" whenever their schedules permit.
- Two-day or four-day schedules, which allow students to take a full load by enrolling in classes Monday and Wednesday, Tuesday and Thursday, or Monday through Thursday.
- Self-paced, open-entry/open-exit courses with instruction provided on computers in campus labs.

The result? Enrollment jumped four percent this past month. "By offering these different options," says President Tim Dong, "the college is responding to the many students who desperately want to take college courses but have not been able to because of their busy work and family lives. These courses expand the choices students have to continue their education."

And choice is what students have plenty of these days as California community colleges and a rapidly growing list of higher education institutions up and down the state, across the nation and in cyberspace market their consumer-friendly education and training options to California students.

Private institutions like National University and the University of Phoenix are establishing campuses throughout California offering associate degrees. There are hundreds of private for-profit schools marketing to the adult learner. University of California and California State University extensions are aggressively marketing their growing list of professional development courses, including customized training aimed at the very market community colleges serve through ED>Net. And the advent of Internet courses and "virtual colleges" means a California community college student armed with a personal computer and modem can choose among an

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Growth of Consumer-Friendly Higher Education Spurs Competition for Students

A survey found 80% of American students want "the kind of relationship with a college that they had with their bank, their supermarket and their gas company. They say, 'I want terrific service, I want convenience, I want quality control.'"

–Arthur Levine, President, Teachers College at Columbia University

estimated 1,200 degree and certificate distance-learning programs now available from 900 accredited colleges throughout the United States.

Even American corporations are getting in on the act. The corporate "university" is emerging as the fastest growing sector of higher education in the country, offering training, life-long learning and undergraduate classes to millions of employees across the nation. And analysts are predicting higher education is ripe for even more competition in the coming decade as companies like Microsoft and Sony set their sights on the $600 billion higher education market. Already, Disney is aggressively marketing its professional development program at the Disney Institute; Sylvan Learning Systems, once a K-12 tutoring company, is expanding to serve college students; and Michael Milken, the billionaire junk-bond king, is putting together a company with billionaire Larry Ellison of Oracle to market high-tech education to students, workers and retirees.

The race to meet the seemingly limitless demand for adult life-long learning and Internet-based instruction has grown so intense, in fact, that for the first time in California higher education history community college leaders are using the word "competition" to describe other education and training providers.

Why the explosion of learning choices on the eve of the 21st century? Experts say there are three major reasons:

1) a growing number of adult learners;
2) new technologies, and
3) the self-interest of the providers.

Adult learners: Fastest growing segment

In their best-selling book, *The Monster Under the Bed*, Stan Davis and Jim Botkin reflect on the implications of today's knowledge-based economy for colleges and universities.

"Education for earlier economies was front-ended…In the information economy, the rapid pace of technological change means that education must be updated throughout our working lives." The learning "market place," they write, has been transformed from K-12 to K-80.

Bill Patterson, dean of instruction and research at **Foothill College,** confirms their conclusion. Rapid changes in technology and business practices are forcing employees and employers to train and retrain and then retrain again, he says. "Eighty percent of Intel's profits come from products not in existence three years ago. They are looking for help to prepare their people for today and tomorrow's rapidly changing technologies."

A 1996 study by the National Center for Educational Statistics reported, in fact, that the U.S. has 76 million adult learners, with only 11.5 million pursing degrees, diplomas, or certificates.

Jeanne Meister, an education consultant and author, writes in her book, *"Corporate Universities,"* "Today, traditional full- and part-time students (18 to 24-year olds) represent only 56 percent of the population pursuing higher education. The future belongs to the non-traditional working adult student now estimated to be 44 percent of the education market, but expected to be the fastest growing segment of the post-secondary market through the 21st century."

New technologies remove constraints

How fast is technology changing the landscape of higher education?

In 1993, the California Community College Commission on Innovation issued a comprehensive report on how community colleges should position

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themselves to respond to the future needs of California students. The 140-page report, however, carried not a single reference to online education. Today, only five years later, the Internet is on pace to reach 50 million households in the US by 2002, and 60 of California's 107 community colleges offer courses via the World Wide Web, including some that offer a complete AA degree in cyberspace.

As former University of Michigan president James Duderstadt wrote in the journal *Cause/Effect*, "Information technology has removed the constraints of space and time. We can now use powerful computers and networks to deliver educational services to anyone at any place and any time, no longer confined to the campus or the academic schedule."

MARKETPLACE PROPELLED BY SELF-INTEREST

The growth of adult education and virtual education is also due, in great measure, to educators and businesses responding to the marketplace.

Foothill-De Anza CCD Chancellor Leo Chavez believes moving aggressively onto the Internet is in the best interest of students and his colleges. "We are in the midst of a revolution. Students have access to learning services anytime, anyplace. Our privileged position is rapidly coming to an end. Enrollment is slowing down and the number of people offering these services is expanding. If we don't accept the fact we are in the midst of a revolution, we'll wake up one day and find our students have gone elsewhere."

"SUCCESS IN THE MARKETPLACE WILL GO TO THOSE INSTITUTIONS WHO HAVE THE FLEXIBILITY TO CUSTOMIZE THEIR SERVICES AND OFFERINGS TO MEET CONSUMER DEMANDS."
—*FROM A LOS RIOS CCD MARKET ANALYSIS*

A special market analysis prepared for **Los Rios CCD** decision-makers by community relations and research director Susie Williams echoes Chavez' concerns about competitors. "It is expected," her report warns, "that the number of education/training providers will increase over the next five to ten years. Those already in the marketplace are aggressively working to increase market share and expand operations."

For private corporations like the Apollo Group, which is traded on the NASDAQ and owns the University of Phoenix and DeVry Institute of Technology, enrollment growth equates to profits. At over $200 a credit, a four-year degree at the University of Phoenix can add up to $20,000 in income for the corporation.

For corporations like Motorola and Dell, which have established their own "universities," the commitment to education and life-long learning relates directly to staying competitive. Writes corporate university expert Meister, "Rapid technological advances have transformed the way corporations do business and have created the need for a well-educated workforce poised for continuous learning; a company's 'knowledge capital' is crucial to its success." She predicts that at the current rate of growth, corporate universities will outnumber traditional universities by 2010.

"WE HAVE LOST OUR NICHE"

California Community College Chancellor Tom Nussbaum and many others agree the system is being challenged by the plethora of competitors vying for potential community college students.

"There's no question that we have lost our niche," says Nussbaum. "I think in the 60s and 70s and even into the 80s we really did have a niche. We were the primary provider in California for a lot of the life-long learning and the additional access to higher education that the general populous sought. We didn't have schools coming up on the Internet, the private colleges getting involved, a huge UC extension. We were pretty much the place. Clearly, as we hit the 90s, we do have a lot more competition."

In an article published recently in the *Community College Journal* regarding **De Anza College's** move into cyberspace, the authors predict, "Avenues to distance learning will continue to proliferate, and direct competition from providers, particularly private vendors who don't have to wait for funding, for faculty to reach consensus, or for revision to the mammoth state education code, will surge ahead—at least in the short run."

In the Silicon Valley, public relations directors from three districts have joined forces this fall to initiate an advertising campaign linking the region's economic and

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Growth of Consumer-Friendly Higher Education Spurs Competition for Students

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"We could enroll more online students but with the way we receive funding it's not advantageous. We have a cap. Whereas an organization like the University of Phoenix, which runs on a capitalistic model, can turn more students to its advantage."
–Beth Brobman Burruss
De Anza College

scientific success to the education and training available at local community colleges. Ruth Carlson, director of public affairs at **West Valley-Mission CCD,** said the districts joined forces "because we felt our main competition was increasingly extension programs and private colleges rather than each other. The competition spends a lot of money on marketing and students think they'll get through school a lot faster going somewhere besides a community college."

Lil Clary, the associate dean of learning resources at **Allan Hancock,** reports her college is moving "very strongly" into Internet-based courses. "If we don't move fast the Disney Institute, the University of Phoenix and others will eat us for lunch. These are institutions with a lot more flexibility." They are also institutions with a great deal of motivation to serve students and, in some cases, make money.

Wall Street sweetheart

One potential future competitor, Knowledge Universe (Michael Milken's company) is taking a cradle-to-grave approach to the multi-billion dollar education market. The new company is planning to sell everything from preschool learning toys to CD-ROM-based math tutorials for high school students to executive training and continuing education.

The University of Phoenix, a school owned by the Apollo Group, offers undergraduate and graduate programs at 65 campuses throughout North America, including online degree programs and customized training. The Apollo Group raised millions through its public offerings and made its founder, John Sperling, a millionaire many times over.

Michael Moe, a Wall Street analyst, is quoted in the July issue of *Fortune* predicting the $600 billion education market will emerge in the years ahead as one of the leading investment sectors in the US stock market. Companies such as Sylvan Learning Systems and Learning Tree International have already successfully sold company stock to the public.

Writing in a recent issue of *Community College Journal*, Tony Zeiss, president of a North Carolina community college, explains why: "Wall Street analysts are comparing higher education with the health-care industry 20 years ago when it was dominated by the public sector and non-profit entities that had little direct competition and little incentive for innovation. Along came HMOs and a multi-billion industry was born. Why are these proprietary schools doing so well that people are investing in them? It's because they are giving students high-quality education and training in a convenient manner."

Corporations take control

Ten years ago there were 400 corporate "universities" in America. Today, experts say, there are 1,600 corporate universities working in cooperation with training firms, for-profit education companies and accredited colleges and universities to enroll over four million working adults. (Motorola University works closely with Mesa Community College in Phoenix to offer lower division classes for local employees.)

Corporate universities come in many shapes and sizes: some, such as Motorola University, have campus locations around the globe. Others, such as Dell and Sun universities, have no campuses at all but are committed to the virtual university model as an expression of their learning philosophy and commitment to continuing education.

According to Jo Ann Robinson of the American Council on Education, corporations are taking employee education and training programs under their

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own wing "because they feel colleges and universities don't move fast enough to meet their needs." As a group, corporate universities, says Robinson, have larger budgets than do all American colleges and universities combined. Robinson heads up a unit of ACE that evaluates corporate training and education programs and recommends to member colleges and universities which classes in those programs should be transferable for a degree.

The ultimate convenient campus

As the new millennium approaches, accessibility to higher education is quickly becoming more than just easy access by car or bus to a college campus. The Internet and online learning are pushing accessibility to its ultimate limit: Students in cyberspace can now decide which classes they want, from which American college, and at which times of the day, all while sitting comfortably in front of their computers at work or at home.

"I HATE TO SAY THIS BUT [PRIVATE INSTITUTIONS] ARE MORE SENSITIVE TO THE MARKET. THAT'S HOW THEY CAPTURE MARKET SHARE, MAKE MONEY AND SURVIVE. THEY WERE AWAY AHEAD OF US WITH ONLINE TECHNOLOGY." *–Ding-Jo Currie, Rio Hondo College*

This month California students can access the information superhighway and sign up for classes and seek a degree from a brand-new accredited institution, Western Governor's University (WGU). WGU is a "virtual college," offering outcome-based online degrees (including an AA) for students throughout the world. Classes will be offered by 15 Western colleges and universities from Hawaii to Texas to North Dakota (but not California).

Working with mentor/enrollment advisors, WGU students are assessed and then advised on which classes are needed to complete a degree. A degree is awarded after classes are completed and the student successfully completes an on-campus test. To expand its reach nationwide, WGU is in talks with Sylvan Learning Systems to administer the tests through its nationwide network of learning centers.

A former California community college administrator, Bob Silverman, is the senior vice president at Community College of Southern Nevada in Las Vegas, one of the colleges participating in WGU. "All the artificial barriers of seeking a higher education are now gone," says Silverman, formerly of Cerritos and Santa Monica. "This is another step in opening access even further. Since the Internet is universal, there are no boundaries. I assume California students will be doing what everyone else is doing. They won't worry so much about where the campus is but which online classes best meet their needs. And if they want to learn about casino management, I assume they'll take a look at our college."

Accessible since 1910

If imitation is the greatest form of flattery, California community colleges should feel very proud that as America approaches the 21st century the major trends in American higher education—access and convenience—have been part of the system's lexicon throughout the 20th century.

Access and convenience, in fact, spurred the creation of a community college in Fresno in 1910 when the local school superintendent, C. L. McLane, wanted to provide a postsecondary opportunity for his daughter. Accessibility to UC Berkeley and Stanford was difficult, if not impossible, for many Fresno students at that time. In response, McLane proposed the creation of a junior college to meet local needs and, with the enthusiastic support of local residents, **Fresno City College** was established.

Over the next 88 years that story was repeated in cities and towns all over California. Students flocked to the community colleges for transfer credits and eventually vocational training. In the 1970s community colleges like those in the **Coast CCD** began offering distance education via television to make higher education even more accessible and convenient. In the early 1980s the **Los Angeles CCD** offered courses for working adults one

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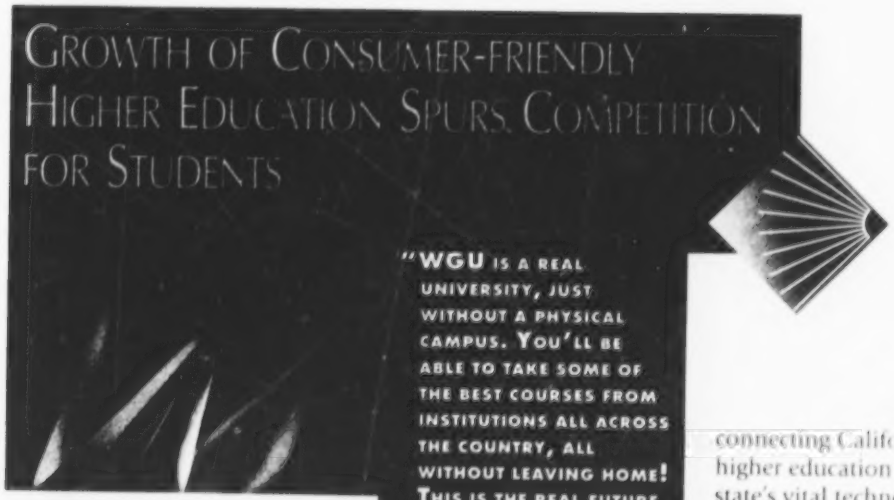

"WGU is a real university, just without a physical campus. You'll be able to take some of the best courses from institutions all across the country, all without leaving home! This is the real future of education."
–From the WGU Web page

night a week and on Saturdays in nine-week blocks.

The potential of online education received no less attention from community colleges in the mid-1990s as Internet-based technology blossomed. And now, metropolitan and remote colleges alike are moving forward with plans to offer AA degrees on line.

This fall **Rio Hondo** (in the Los Angeles area) is offering over 80 classes through its virtual college. The college just signed an agreement that will allow students in its online degree program to transfer to the online university at CSU, Dominguez Hills.

Cerro Coso (in the Eastern Sierra) offers its online degree program not only to local students but students around the world. The college, part of the **Kern CCD,** is a member of the Community College Distance Learning Network, a national consortium of eight districts (including Foothill-De Anza, Miami-Dade and Dallas) marketing their online courses in cyberspace. Says Vice President Ron Krimper, "The network is just one more tool to provide access to residents of our district as well as students around the world. We recruit international students to our campuses. Why not in cyberspace?"

This semester the online program will enroll 1,600 students in 32 courses and offer counseling, matriculation and orientation services. Next spring the college plans to add online tutoring and basic skills. Online access to learning resources and student support services are on the drawing boards. "Eventually, the only thing students won't be able to do is play basketball," says Krimper.

Keeping current with the times

The California community colleges also played a critical part in planning Governor Pete Wilson's major cyberspace initiative: the California Virtual University (CVU). Expanding access for California students, connecting California higher education to the state's vital technology industry and responding to competitors like WGU were three of the Governor's goals when he asked Chancellor Nussbaum's office and representatives from the other higher education segments to help launch CVU. The new online university serves, in effect, as a higher education broker in cyberspace, directing interested students to the Web sites of the 89 participating colleges and universities, including 57 community colleges. (Unlike the Westerns Governors University, CVU will not grant degrees.)

The mission of the CVU, according to its Web page, is "to bring the best of California higher education to full- and part-time students in California, the United States, and throughout the world."

But while Internet technology and the burgeoning field of online education have been getting a lion's share of media attention in recent years, community colleges have also been aggressively moving to keep up with and even move ahead of the competition in other markets.

For example, colleges continue offering students a strong distance education program via television courses, videoconferencing and videotape. According to Peter Vander Haeghen, dean of instructional systems development at **Coast CCD,** distance education via TV may not be getting the media attention given the Internet-based education but it quietly continues to grow throughout the nation. "TV is still the primary way to reach a mass audience," says Vander Haeghen. "Americans own a lot more TVs than they do computers."

Sherilyn Margraves of **Palomar College's** "TV College" says 75% of distance learning students are served by television, still a far larger number than online students. Her program offers 29 courses and

enrolls nearly 2,900 students. Both educators report distance learning is quickly becoming an "integrated learning system," with students using textbooks, video, online support, fax, telephone and TV to get a convenient, quality education experience.

The California community colleges are also continuing to reach out aggressively to the business community with customized training and staff development programs such as ED>Net and contract education. Competition from private training firms and public universities will "cause ED>Net to more clearly define its focus and do a better job of delivering its programs," predicts Brice Harris, the Chancellor at Los Rios, which began serving this year as the grant administrator for the statewide program.

Competition is pushing community colleges to innovate and respond, says Patterson at Foothill. In his district, the Lockheed Corporation has its own catalog of employee training courses. "We've been losing some of that segment because of our bureaucracy and traditions." But recently, Foothill made major inroads toward improving its services.

After conducting a community assessment and meeting extensively with it's advisory committee, Foothill's Computers, Technology and Information Systems program restructured itself to better meet industry's needs. "We had to retool what we were teaching in six months," Patterson explains. "That's the kind of response business and industry are looking for. If we as a system are not able to respond to our communities, there are a number of other education providers that will."

Jess Carreon, the president at Rio Hondo, says he's reorganizing his administrative structure in order to compete "head to head with DeVry, ITT and some of the other private providers." The college will have one vice president for transfer and one vice president for economic development. "Community colleges must step up to the plate and become competitive," says Carreon. "Our focus must be customer service, education needs of the changing workplace and redesigning our programs. We also need to address job placement. Whether you're an art major or an auto tech, you need to put food on the table."

"THOSE COLLEGES THAT ATTEMPT TO PROTECT THEIR TIME-HONORED TRADITIONS WITHOUT PROVIDING NEW DELIVERY OPTIONS FOR THEIR STUDENTS ARE DOOMED TO EXTINCTION."
–Tony Zeiss, President
Central Piedmont
Community College
North Carolina

CAN WE COMPETE?

In her special market analysis on competitors in the Los Rios service area, Susie Williams identified both the strengths and weaknesses of community colleges. "In general," she wrote, "the education market is driven by five major factors: 1) cost; 2) quality (reputation); 3) time to complete; 4) proximity; and 5) job placement. Of these, Los Rios colleges offer low cost, high benefit (quality), and proximity (three campuses, three major centers, dozens of outreach sites and distance learning opportunities.) Our weaknesses include a perceived longer time to complete courses of study, the lack of job placement service, and a somewhat ambivalent perception by the general public concerning the quality of education offered by our colleges."

The report goes on to comment on National University and University of Phoenix: "To compete with these educational providers, the Los Rios colleges must continually work to provide the kinds of flexible course and program packaging demanded by students today." On the subject of private vocational schools she writes: "The major selling points of these institutions are short time to completion and guaranteed job placement. Los Rios colleges need to address these issues very soon in order to remain competitive."

Comments Los Rios Chancellor Harris, "I respect competition, especially those with deep pockets, but I don't fear it. Students will always want an on-campus experience, especially at the freshman and sophomore level." The challenge, says Harris, will be to remain flexible. "Our growth in the 60s and 70s came because we were willing to embrace segments of the market that were not being met. If we lose our flexibility to a cumbersome education code, for example, or our willingness to adapt to the market, our foundations could crumble."

For his part, State Chancellor Nussbaum is "confident we are going to be able to deal well with the competition." He sites a number of initiatives his office is

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Keynote Speakers

William E. Moore, Jr.

Dr. Bill Moore is Professor of Educational Administration and holds the A. M. Aikin Regents Chair in the Community College Leadership Program at The University of Texas at Austin. He has been a teacher at all levels of education, as well as a community college administrator and president. In addition to his teaching future community college leaders, he consults widely with community colleges on issues related to teaching and learning, at-risk students, societal trends, and diversity. He will share with the convention his perspectives on achieving shared dreams.

Michael Josephson

Michael Josephson is the founder and president of the nonprofit Joseph and Edna Josephson Institute of Ethics. He is a sought-after teacher and speaker on ethics and character, and conducts over 50 programs a year for public and private agencies, the military, community groups and large and small corporations. He created the Character Counts Coalition, which reaches over 40 million young people. The work of the Institute is recognized nationally, and Mr. Josephson was awarded America's Award for Integrity in 1996.

Patricia Diaz Dennis

Patricia Diaz Dennis is senior vice president and assistant general counsel for regulation and public policy for SBC Communications, Inc. The company is a world leader in providing diversified telecommunications products and services. Ms. Dennis coordinates SBC's efforts with national constituency groups and represents SBC in state, federal, and international policy. She is involved in "many perspectives" through her work on a wide variety of boards, including National Public Radio, Foundation for Women's Resources, and the Tomas Rivera Policy Institute.

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1998
Community College League of California
Annual Convention

SCHEDULE IS SUBJECT TO CHANGE

Many Perspectives—
Shared Dreams

Schedule at a Glance

Thursday, November 19, 1998

8:00 AM – 6:00 PM
Convention Registration - Thursday

9:00 AM – 5:00 PM
Association Business Meetings

9:00 AM – 12:00 PM
WORKSHOPS: $35 each (separate fee)

1. *A Case Study of a Change Management Initiative: Year Four of Project Redesign*

1:30 PM – 4:30 PM
WORKSHOPS: $35 each (separate fee)

1. *Many Perspectives, Many Motivations: Using the Enneagram to Develop More Productive Relationships*
2. *The One-Two-Three of Staff Development*
3. *Communicating Our Dreams and Perspectives: A Workshop on Improving Campus Dialogues*
4. *Sharing Perspectives: Instruction and Student Services*

2:00 PM – 5:00 PM
Statewide CEOCCC Meeting

5:00 PM – 6:00 PM
Asilomar Leadership Reception (Invitation Only)

5:30 PM – 7:00 PM
Educational Showcase Opening and Reception

7:00 PM – 9:00 PM
OPENING BANQUET
Distinguished Alumnus Award
Keynote Speaker: **Dr. William Moore, Jr.**
Community College Leadership Program,
The University of Texas at Austin

Friday, November 20, 1998

7:00 AM – 5:00 PM
Convention Registration - Friday

7:30 AM – 4:00 PM
Educational Showcase Open

7:30 AM – 8:45 AM
Continental Breakfast/Educational Showcase

8:45 AM – 10:00 AM
CONCURRENT SESSIONS

10:00 AM – 10:30 AM
Break - Prize Drawings in Educational Showcase

10:30 AM – 11:45 AM
CONCURRENT SESSIONS

12:00 PM – 2:00 PM
KEYNOTE LUNCHEON
Distinguished Alumnus Award
Keynote Speaker: **Michael Josephson**
Josephson Institute of Ethics

2:15 PM – 3:30 PM
CONCURRENT SESSIONS

3:30 PM – 4:00 PM
Break - Prize Drawings in Educational Showcase

3:45 PM – 5:00 PM
CONCURRENT SESSIONS

5:30 PM – 7:00 PM
Convention Reception

Saturday, November 21, 1998

7:30 AM – 1:00 PM
Convention Registration

8:15 AM – 10:00 AM
AAWCC/CCLC Breakfast
Distinguished Alumnus Award
Keynote Speaker: **Patricia Diaz Dennis**
Southwest Bell

10:15 AM – 12:15 PM
SPECIAL SESSIONS

10:15 AM – 11:15 AM
CONCURRENT SESSIONS

11:30 AM – 12:30 PM
CONCURRENT SESSIONS

12:45 PM – 2:15 PM
CLOSING LUNCHEON
Distinguished Alumnus Award
Realizing Shared Dreams Awards

Convention Registration Form

Name for Badge _____

Title for Badge _____

Spouse Name for Badge _____

College/Organization _____

Address _____

City _____ State _____ Zip _____

Telephone _____

E-mail _____

(includes Thursday Banquet, Friday Luncheon, Friday Reception, Saturday Breakfast and Saturday Luncheon)

	Before 11/2	After 11/2
A. Regular Registration	$290	$325
B. Presenter, Student, or Team Registration	$265	$290

This special rate is for students, those making presentations, or those attending as a team. Convention attendance is much more beneficial when a group from a college attends together. In recognition of this we offer a reduced rate for groups of 5 or more from a college. Team registrations must be submitted together to qualify. Rates listed are per person.

(for those unable to attend the entire convention.)

Friday, November 20 Includes luncheon/reception	$175	$195
Saturday, November 21 Includes breakfast/luncheon	$135	$155

D. Guest Events

Thursday Banquet/Program	$50 _____
Friday Luncheon/Program	$35 _____
Friday Reception	$25 _____
Saturday Breakfast/Program	$25 _____
Saturday Luncheon/Program	$30 _____

E. Workshop Registration (Separate registration and fees.)

- **A Case Study of a Change Management Initiative: Year Four of Project Redesign** $35 _____
  Thursday, November 19, 9:00 AM – 12:00 NOON
  Sponsored by Santa Barbara City College
- **Many Perspectives, Many Motivations: Using the Enneagram to Develop More Productive Relationships** $35 _____
  Thursday, November 19, 1:30 PM – 4:30 PM
  Sponsored by Company of Experts
- **The One-Two-Three of Staff Development** $35 _____
  Thursday, November 19, 1:30 PM– 4:30 PM
  Sponsored by the California Community College Classified Senate
- **Communicating Our Dreams and Perspectives: A Workshop on Improving Campus Dialogues** $35 _____
  Thursday, November 19, 1:30 PM – 4:30 PM
- **Sharing Perspectives: Instruction and Student Services** $35 _____
  Thursday, November 19, 1:30 PM – 4:30 PM
  Sponsored by the CCCCIOs and CSSOs

Total Amount Enclosed

Cancellation Policy: *No refunds are available if cancellation is received after November 11, 1998.*

Make check payable to
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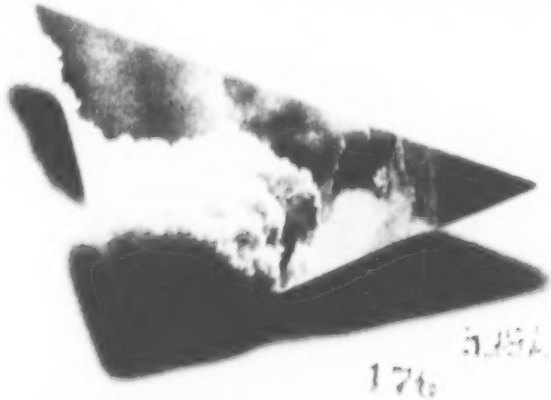
and mail to
CCLC Convention
2107 O Street, Sacramento, CA 95814-5285

Payment Received

Amount _____ Date _____

❑ Cash ❑ Check _____

By _____



n CAMPUS in the ews

Anonymous Donors Assist Former Proprietary College Students at MJC

When Valley Commercial College, a 92-year-old private, technical college in Modesto, closed its doors last February, more than 100 students were left with outstanding student loans and non-transferable college credits. Staff and faculty at Modesto Junior College prepared customized plans for the students so they would not suffer any interruption in their education.

Now, two anonymous donors, concerned for the students' welfare and their potential inability to continue their education, have come forward with nearly $60,000 to assist them with enrollment fees, books and transportation.

The grants will be distributed through the MJC Foundation and students applied through the MJC Financial Aid Office. Once they completed the paperwork and their status was verified as former Valley Commercial College students, they were eligible for the one-year grants in time to enroll in the Early Start Summer Session.

"The faculty, staff and students at MJC are very appreciative of the gift these donors have bestowed," said Dr. Maria Sheehan, MJC president. "Their generosity is an example of the type of caring community we are so privileged to be a part of."

Orange Coast College culinary arts instructor, Jill Bosich (top), and her six top students (clockwise from Bosich) Christopher Hanmer, Jamie Dill, Elizabeth Prip, Randy Torres, and Keith Noriega, and (in the center) Kevin Juberg.

OCC Culinary Students Head for Washington, D.C.

Over the years, OCC's students have taken part in –and won medals and ribbons at culinary competitions and salons in Berlin, Frankfurt, Singapore, New York, Seattle, Portland, Albuquerque and Los Angeles. But their latest honor tops all previous achievements.

Students from four of the nation's top culinary schools were invited to Washington, D.C. over the summer to prepare food at a reception honoring the closing of America's 105th Congress. The reception, held in the Member's Dining Room of the US Capitol Building, was hosted by House Speaker, Newt Gingrich. Among the diners were Senators, Representatives and members of the Supreme Court and their families.

The Orange Coast students so impressed those at the reception that they are on the "A" list for a return engagement next year. "The fact that our students were selected

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n CAMPUS in the ews

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for this reception speaks very highly of our program," says culinary arts instructor, Jill Bosich. "Orange Coast College ranks up there with the top culinary programs in the nation."

The students who made the trip were characterized as six of the finest in the department. "Three have taken part in the International Culinary Olympics in Berlin, and all have competed in culinary competitions throughout the western United States. They're the cream of the crop," said Bosich.

Pierce Partnership Offers 4-Year Program

Working adults studying business at Pierce College can complete their bachelor's degrees at the Woodland Hills campus through a new program offered by Golden Gate University, college officials announced.

In the past, business majors had to transfer from the two-year community college to a four-year college to complete their bachelor's degrees, said Mike Cornner, director of Pierce College's Project for Accelerated College Education (PACE).

"Business is very popular," Cornner said, estimating that half of the 1,200 students in PACE are majoring in business. He said the advantage of the partnership with Golden Gate University, a private university based in San Francisco is that students "get to stay on the Pierce campus, which they are familiar with, and follow the same familiar format."

That format encompasses four hours of classes one night a week and eight every other Saturday, with new classes beginning every nine weeks. The new program is also open to students who are not enrolled at Pierce.

Graduates will receive bachelor's degrees in business administration from Golden Gate University. Tuition is $2,214 per nine-week session. Financial aid is available and scholarships will be awarded based on academic achievement and work experience, Kraemer said.

Hopland Kids Go to College

Getting a feel for what college may be like someday, 43 fifth and sixth graders from Hopland Elementary School participated in "I went to College Today" at Mendocino College.

"This is the third year we have invited local elementary schools to visit," explains Oscar DeHaro, Director of Special Student Services and coordinator for the visit. "We believe it is important for younger children to start thinking ahead. Visiting a college campus helps them see that we are just an extension of what they are already doing in school, and allows them to better visualize attending college when they are older."

After being greeted by the college president, Carl Ehmann and other dignitaries, students spent time visiting a computer science class, the biology lab, and the chemistry lab. Following lunch, they toured the agricultural department and then the electronics department.

All of the kids had a great time and enjoyed a tour of the campus and specific classes. After the tour, one young man was overheard to say that when he goes to college he is going to study math and electronics. He didn't say where, but he was really "into the college scene."

Former Graffiti Artists Become Top Designers

Candice Lopez, a San Diego City College graphic design professor noted for her innovative projects and award-winning students, received a grant to sponsor Saturday workshops for inner city high school seniors who show a talent in graphic design. Workshops are taught by top professional designers in San Diego and both students and their parents are invited to tour the artists' studios. Students who successfully complete the workshops receive 15 free course units at City College, plus money for books and supplies.

Lopez is noted for finding these low-income, at risk students and giving them a challenge. Some students come to the program from homeless shelters; many are recommended by their high school art teachers. Most are "at risk" students—never dreaming, let alone

CONTINUED ON PAGE 13

planning to go to college. This program is designed to help change their minds and develop their potential.

The one thing they all have in common is art—either drawing, sketching, or making things with their hands. One boy makes fishing lures out of wood, designs model cars and restores old cars. Another draws cartoons and has since he was old enough to walk. Another girl who lives near Tijuana remembers drawing on the walls of her family's house. Her mother had to repaint the walls at least once a month!

Lopez posts flyers at graffiti sites

Photo by Rafael Lopez, San Diego City College

Photo by Rafael Lopez, San Diego City College

and invites kids to her classes to turn their talent into money and a real job. Several who accepted the offer are now in great design jobs. Her students have won nearly 100 awards in international, national and city-wide competitions in the seven years she has been on staff.

This latest grant was funded by the Coyne Foundation of the Communication Arts Magazine, a major national publication for graphic designers.

PEOPLE in the News

Appointments

The new superintendent/president of Butte College is **Sandra C. Acebo**. Since 1989, Acebo has served as the vice president of instruction at De Anza College. Prior to that she served as dean of humanistic studies at Los Medanos College where she also provided oversight of Financial Aid, Extended Opportunity Program and Services (EOPS), and Student Activities.

Acebo earned a BA in zoology at Duke University, an MA in English at the University of Florida, and a doctorate in education administration at the University of Texas at Austin.

Dixie Bullock, who started as a nursing professor at Saddleback College 22 years ago, has been named president of the college. She has been acting vice president for instruction since March and since 1984, has headed the health sciences and human services division at Saddleback. Mathematics, science and engineering division was added to her duties in the 1997 reorganization.

Bullock received a bachelor's degree in nursing from CSU Long Beach and a master's degree in nursing from UCLA.

Rita Cepeda, vice chancellor for educational services and economic development in the state Chancellor's Office, has taken a one-year appointment as president of Mission College. She has been with the Chancellor's Office since 1980; first as a specialist in academic planning then as dean of educational standards and evaluation.

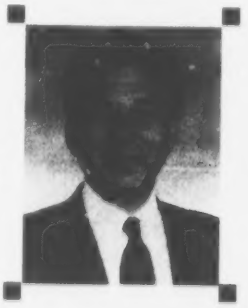
A naturalized citizen, Cepeda is a native of Nicaragua. She holds a BA in communications disorders, an MA in clinical psychology, and an EdD in educational policy administration from USC.

Philip R. Day, Jr. is the new chancellor of the San Francisco CCD. A Maine native, he was president of Daytona Beach Community College for the past eight years. Day has more than 26 years of experience as a teacher and community college administrator. He began his career as a coordinator for Continuing Education and has held a variety of positions, including vice president for educational affairs; vice-president for planning, research and development, and director of academic planning and research.

He holds a bachelor's degree in psychology from the University of Maine and a master's degree in education from State University of New York in Buffalo. He earned his doctorate in adult and higher education from the University of Massachusetts.

Joanne Montgomery has been appointed to the Citrus CCD board to fill the position left vacant by the death of her husband, Don Montgomery. She was an elementary school teacher in Monrovia for 32 years. In addition to teaching, she worked with the gifted and talented education program, or GATE, for more than 20 years, was a master teacher at several universities, and served on many school committees. Her many honors include a Teacher of the Year award.

Cedric Sampson, superintendent/president of Redwoods CCD since 1988, has been named chancellor of the South Orange County district. After service in the Peace Corps and US Army in Vietnam, Sampson began his career in higher education in 1975 teaching history at Los Angeles Mission College. In 1979 he joined the Los Angeles district as president of the AFT, then assistant to the chancellor and finally as vice chancellor of educational research and development.



Sampson received his

EOPLE in the ews

BA in history from the University of Illinois. He earned an MA in history and a PhD in Southeast Asian history from UCLA. He is fluent in French, Vietnamese, Thai and basic Russian.

Mary Spangler, interim president since March 1997, has been named president of Los Angeles City College. Spangler entered administration as associate dean of admissions at LA Valley College in 1990 after teaching English there for 25 years. In 1992 she became dean of student services and in 1994 she moved to LA City College as vice president of academic affairs.

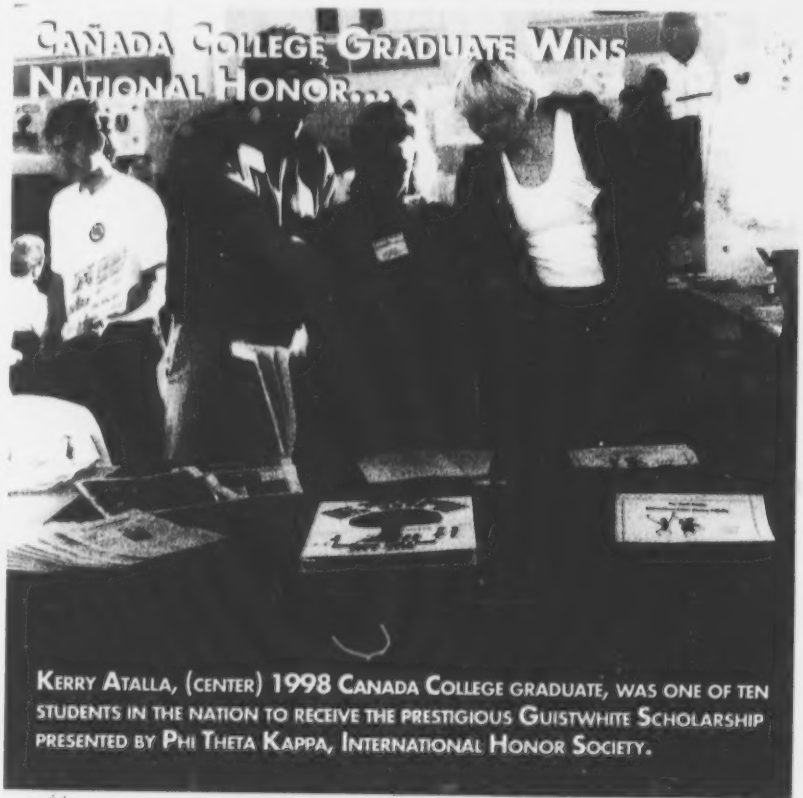
Spangler received her BA from Chestnut Hill College in Philadelphia and her MA from UCLA, both in English. She earned her doctorate in education from UCLA. Her dissertation won the 1996 John Grenzeback Award for Outstanding Research in Philanthropy for Education.

Omero Suarez, deputy chancellor of the City Colleges of Chicago, has been selected as the chancellor of the Grossmont-Cuyamaca CCD. Suarez was a former president of the University of New Mexico, Valencia campus

and East Los Angeles College before accepting a position in Chicago as vice chancellor, academic affairs, planning, research and student services in 1994. He replaces Charleen McMahan who has been serving as interim chancellor since Jeanne Atherton's retirement.

H. Clay Whitlow has been appointed president of Evergreen Valley College. He was vice president for educational services for the Colorado Community Colleges and Occupational Educational System (CCCOES) which is comprised of 12 Colorado community colleges and enrolls approximately 50,000 students. Whitlow was appointed by the Governor of Colorado to serve on the Colorado Workforce Development Council, which planned and implemented Colorado's one-stop career center system.

He earned a BS degree in metallurgical engineering from Wayne State University and then joined Ford Motor Company. He received his juris doctorate from Cornell University's School of Law in 1973 and practiced law for 16 years as a partner in the law firm of Sherman and Howard, which specializes in civil litigation.



KERRY ATALLA, (CENTER) 1998 CANADA COLLEGE GRADUATE, WAS ONE OF TEN STUDENTS IN THE NATION TO RECEIVE THE PRESTIGIOUS GUISTWHITE SCHOLARSHIP PRESENTED BY PHI THETA KAPPA, INTERNATIONAL HONOR SOCIETY.

CONTINUED FROM PAGE 7

undertaking to keep community colleges competitive, including playing an active role in the development of California Virtual University, undertaking planning for a statewide public awareness campaign ("We are the state's best kept secret"), keeping tuition low, and changing regulations to encourage distance education courses throughout the curriculum.

The state chancellor's office is also working to complete the telecommunications network established with the CSU system and will release the second phase of its statewide technology plan in January.

> "I'M SITTING HERE TRYING TO PROTECT OUR MARKET. WHAT HAPPENS WHEN MICROSOFT OR DISNEY GETS INTO IT?"
> *-Leo Chavez, Foothill-De Anza CCD*

"WE WILL REMAIN STRONG"

Nussbaum sees a danger in competition but only in terms of how community colleges themselves react to the marketplace. "I think we need to be sensitive about our market from the standpoint of serving educational needs but not from the standpoint of trying to outflank our competition. It's important for the system to respond and be competitive but I think we have to do it with our educational values keenly in mind."

One of those values, he says, is shared governance. "I think the faculty are saying we need to be convinced this is not just a fad or that this is going to be sub-standard education. My sense is faculties up and down the state are now embracing technology. By and large shared governance is serving its purpose. It's a little slower than I would like but it's important to play it out."

The chancellor sees change ahead but, like Harris, has an enduring respect and appreciation for a traditional campus learning experience.

"Whether consumers want to go all over the world to search for their courses is yet to be determined," says Nussbaum. "My sense is we are in a shake down period in terms of all the applications of all these competitors and technologies. What we're going to find out is that to some extent it's a new market. And yes, we may even lose a little bit of market share.

"But I think in the end our colleges will remain strong because students choose to go to our colleges because of the human interaction, the human compassion and mentoring. I think we transmit humanity through our instructional processes. Whatever technology has in store for us, community colleges will continue to serve millions of students who choose to get in their cars and come to campus because of the additional benefits of a residential education."

This article was written by Ray Giles, the League's director of special services.

COMMUNITY COLLEGE LEAGUE

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WINTER 1999

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November's Trustee Elections Show Campaigns, Outcomes Influenced by Three Major Factors

When California voters go to the polls to elect community college board members, there are generally three major factors that contribute to determining the type of election run and its ultimate outcome. This past November's election, the sixth year in which *The News* has conducted post-election interviews with both winners and losers, helped clarify those three key election factors:

#1 A strong campaign effort usually pays off at the ballot box.

The campaign of Michael Smith, a new trustee in the Sonoma County CCD, serves as a good example. Smith and his campaign team of 30 volunteers visited more than 3,000 homes, posted 250 signs, mailed flyers to 10,000 frequent voters and made telephone calls to hundreds more. The effort resulted in the defeat of a well-known and respected opponent.

#2 A well-run college is strong incumbent insurance.

In district after district, this rule proved its power in last November's election. Nancy Palmer, a two-term incumbent at Sierra CCD, went to bed on election night thinking she had probably lost her election. "My opponent spent three times what I spent. But the community is obviously satisfied with the direction the college is headed and the work of the board." In at least ten districts, incumbent trustees faced no opposition at all.

#3 Faculty discontent breeds challengers.

It's an unfailing fact of community college life that in districts where faculty are unhappy with collective bargaining or other campus issues, incumbent board members or open seats will attract faculty-supported candidates. According to Ventura County CCD trustee Norman Nagel, faculty in his district supported candidates opposing both he and fellow trustee Pete Tafoya just months after the district settled a bitter 17-month collective bargaining dispute. "The

CONTINUED ON PAGE 2

November's Trustee Elections

CONTINUED FROM PAGE 1

union certainly went all out to defeat me. They were out to change the direction of the district and that concerned me."

Based on the results of November's elections as well as previous elections, other election factors include:

- Ballot statements make a difference,
- Candidates generally benefit from strong community ties, being a professional educator and/or obtaining employee union support, and
- Incumbents who fail to mount a campaign against organized opposition are often defeated.

All of these election factors were in evidence in last November's election. Below is a summary of some of the elections—and "non-elections"—that took place in California's community college districts.

Chabot-Las Positas

Three term trustee **Isobel Dvorsky** won a fourth term in what she described as "a tough race" against an opponent who had lived in the district only two years. Dvorsky, who has lived in San Leandro more than 30 years, ended up getting 62 percent of the vote.

"I had some faculty who were determined to unseat me but they didn't. We were top heavy with administrators and made some reductions. No one wants their administrator cut."

Dvorsky served this past year as president of the Association of Community College Trustees, the national trustee organization. Her opponent accused her of ignoring her own district for national issues. She responded by "running the best organized campaign since my first campaign. I walked precincts, handed out flyers, sent out a mailer, and had supporters make phone calls."

Coast

Another veteran trustee elected to a fourth term, **Walter Howald,** had two opponents but ended up getting 55% of the vote. "As an incumbent I had an advantage," he says. "We're solvent and doing a pretty good job. Nothing for anyone to complain about."

Howald ran a ballot statement, put up signs, participated in community forums and put his name on slate mailers. He said controversy in the South Orange County C.C.D garnered most of the press attention during the election. "Voters in our district asked me about it. But they recognized things are going well in Coast and voted for business as usual."

Contra Costa

New trustee **Sheila Grilli** filed her candidate papers on the eve of the filing deadline. She ended up defeating Scott Gordon, the son of George Gordon, a charter member of the district board of trustees. "People perceived that with him it would be business as usual. That's why I think I won." Grilli's campaign, which spent $17,000, was financed by the teachers union, the local labor council and individual faculty. A former high school teacher, Grilli owns a bookstore in Martinez.

She said she ran a very active grassroots campaign with the strong support of faculty. As a new trustee, two of her concerns are increasing the teacher-to-administrator ratio and "clearing up the district's financial picture. The trade unions endorse the district's push for a bond campaign but we first have to clear up the financial picture."

Foothill-De Anza

Former geology instructor **Sandy Hay** won a seat replacing Jay Jackman, who resigned to move out of state. Hay had the strong support and endorsement of the faculty, the local labor council, students and California School Employees Association.

"Many of the faculty and staff had become disenchanted with what the board and administration have done in the past," says Hay, who retired after 34 years in the district. "I made a point of saying nothing negative about that because things have improved in recent months." His number one issue as a new board member is to push the district to hire full-time faculty. "The most important factor affecting student success is what happens in the classroom. But I also recognize there is a lot of

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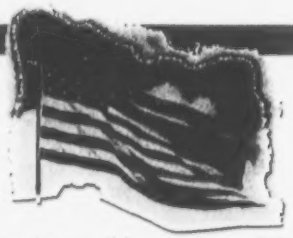

economic pressure on districts to hire part-timers. I'd like to see us get to 75-25 but it's probably not feasible because of how we are funded."

Gavilan

Retired San Jose City College instructor **Leonard Washington** defeated appointed trustee Timoteo Vasquez. "People could see I had experience in the community colleges and that I could be productive as a trustee," says Washington, who also taught at Evergreen Valley. "But I probably won because I filed my candidate papers 15 minutes prior to the deadline and paid for a ballot statement, which my opponent hadn't done."

Grossmont-Cuyamaca

All three incumbents up for re-election won, including **Rick Alexander,** who faced three opponents. The faculty union endorsed and financially supported one of his challengers, who came in third. "The voters in the district are very pleased with the direction of the board and the colleges," said Alexander.

"The faculty union felt that Cuyamaca College was getting a disproportionate amount of funding and wanted to control the board so they could shift the allocation of resources in their favor." According to Alexander, the Grossmont faculty "unilaterally" made the decision to fund his opponent without telling their colleagues at Cuyamaca College.

Interestingly, the candidate that came in second against Alexander was Barbara Alexander. While not related to Rick, she is married to a man who ran unsuccessfully in the same election against trustee Rebecca Clark.

Kern

Challenger **Mary Lattig** defeated incumbent Jim Smith in the election to represent trustee area #2, the sprawling three-county trustee area that includes Ridgecrest and other small, rural communities on the eastern side of the Sierras.

The high school teacher/bookstore owner said she had faculty, fellow Rotarians, bookstore customers, and fellow high school teachers walking precincts in Ridgecrest, Bishop, Lone Pine and Edwards Air Force Base. "The concern most people had was for more open communication from the board. The feeling was there wasn't a connection on work load issues and pay."

Lattig was endorsed by the faculty association, which had been involved in lengthy contract talks with district officials leading up to the election. She said one of her top priorities will be to "see to it that this side of the mountain" receives funds to help serve residents. "Our needs are quite different than Bakersfield."

Lassen

Trustee **Thomas Holybee** was re-elected in a district that is working to rebuild its image with the community and strengthen its standing with the accreditation commission. "Accreditation was certainly an issue in the election," says Holybee, who retired from the sheriff's office after 28 years and now teaches part-time at the college.

"We were put on probation years ago and then on warning status. I think (new trustee) **Brad Fahlen** beat (incumbent) Steve Pezzullo because of the concern. The faculty supported Brad and I." Holybee says he was worried about his re-election "because of the public's discontent. But I've got a lot of unfinished business to do. We need to get a new CEO, clear up the accreditation problem and rebuild our image in the community."

Los Rios

Challenger **Tim Loree** says he beat incumbent Jeffrey Emmert and a third candidate for a seat in the Sacramento district through hard work. Every day of the week beginning July 16, Loree walked precincts, from 45 minutes to five hours a day. He passed out more than 2,500 cards. Loree defeated both Emmert, who came in third, and another challenger who had the backing of the faculty union and the *Sacramento Bee* and who, unlike Loree, could afford a ballot statement. Out of a total of 47,000 votes cast, Loree defeated the second place finisher by only 142.

"I won because I was out talking to people." And what did he learn talking to hundreds of his future constituents? "When you boil it all down, they want to get the best services for their tax dollar."

CONTINUED ON PAGE 4

November's Trustee Elections

CONTINUED FROM PAGE 3

Merced

Another winning candidate who "pounded the pavement" was **Les McCabe,** a former college administrator and faculty member who defeated incumbent Dennis Aue. Said Aue, "I run a small business and didn't have time to campaign as much. He's retired. He was out doing it full time."

McCabe, who has been active in the community for 30 years, particularly with farm-related groups, admits, "I expended a lot of shoe leather time. I walked the whole district, visiting 3,000 homes. And because many of them are Hispanic families, I took a translator along."

McCabe describes himself as "an unabashed vocational education advocate. I don't want to see the balance between academics and voc ed disturbed."

Palomar

Challenger **Michelle Nelson,** an administrator at Grossmont College, defeated incumbent Harold Scofield. After the election, both candidates were complimentary of the other in the local press.

Scofield, who lost by only 1,500 votes in an election where Nelson, the winner, garnered 52,700, said the fact she paid for a ballot statement and he didn't was the difference in the campaign. Nelson said she won because of her background and experience in community college administration.

Peralta

Alona Clifton and **William Riley** won opens seats on the board. She campaigned hard and he didn't do a thing. Clifton, who is the chief of staff to an Alameda County supervisor, spent $8,000 on her campaign, had the backing of labor, and mailed flyers to 12,000 voters.

According to newspaper accounts, Riley tried to remove his name from the ballot and subsequently withdrew from campaigning. He defeated a candidate who ran a full-fledged campaign and had the endorsement of Senator Barbara Boxer. Riley's opponent told the press, "At least I can say I wasn't beaten by a better campaign."

Rancho Santiago

The three incumbents were re-elected, including **John Hanna,** who had been appointed a year ago to fill a vacancy. "We're in such good financial and scholastic shape it really helped the incumbents," Hanna said. Attempts by challengers to make an issue of "wasteful spending" went nowhere, he says.

Hanna spent $20,000 on his campaign, collecting funds from friends, business associates, and college employees. He mailed a campaign piece to 20,000 voters, put ads in the local paper, bought his way onto a slate mailer, paid for a ballot statement and, along with his campaign committee, walked precincts. Hanna says his campaign material promised voters he'd keep the college on its present course and praised the work of the district chancellor. "It was a good year to run as an incumbent in our district."

San Diego

While Rancho Santiago's winning trustee promised no change, new San Diego trustee **Brian Olsen** said he was able to defeat incumbent Kara Kobey because voters wanted change. He was also helped by the fact that Kobey did little campaigning and did not file a ballot statement.

Olsen, who is 25 and a former ASB president at San Diego Mesa College, said he spent $25,000 on both the primary and general elections. Most came out of his own pocket. Why did he win? "I worked harder." He and his supporters made phone calls and walked precincts. He also partnered with another board candidate, one who lost, to share radio advertising costs.

As a new trustee, he wants to address the "cloud over

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the district" regarding collective bargaining and administrative salaries. "I want to bring my experience to the board."

San Francisco

There were three seats up for election and challenger **Anita Grier** won one by finishing second, behind incumbent Lawrence Wong and ahead of another incumbent, Robert Burton. Incumbent Andrea Shorter finished fourth and will not return to the board.

Grier, a special education teacher in a San Francisco middle school, was supported by the local labor council, the teacher's union and various Democrat clubs. She raised and spent less than $15,000. She said she wants to work to help the district develop a "seemless relationship" with the unified district that will encourage students to attend City College, including special education students seeking "additional skills and training."

San Joaquin Delta

Incumbent **Maria Elena Serna** faced a "tough" re-election campaign against an opponent supported by both Republican conservatives and the faculty union. "They were strange bedfellows," she said. "The teachers thought I was a rubber-stamp for the president who, of course, thinks I'm anything but a rubber stamp."

Serna, a local high school teacher, raised $15,000 and spent most of it on newspaper advertising and lawn signs. She was endorsed by the major newspapers and local mayors. Why did she win? "Because I'm doing my job and I watch the purse strings. I'm a supporter of shared governance but I'm doing my job. I'm looking out for the taxpayers."

San Jose-Evergreen

Richard Hobbs won a second term on the board by actively promoting passage of the district's bond election. The $136 million bond measure passed with 74% of the votes. Hobbs garnered 73%. "In all my publicity and statements, I always promoted the bonds. It will be a tremendous boost for our campuses."

San Luis Obispo

Sam Blakeslee, a graduate of Cuesta College, won an open seat by one percentage point, 42% to 41%, in a three-person race. He conducted, he says, the first-ever television advertising campaign in district history. "I did a pretty extensive TV, radio, newspaper and direct mail campaign." He declined to say how much he spent. "It was in line with what trustees told me it would take to run an active campaign."

Blakeslee, manager of his family's financing planning business, says he emphasized during the campaign "the importance of creating a team effort at the college. I believe we can move back to a time when there was more cooperation between campus groups."

Santa Barbara

None of the four trustees up for re-election faced opposition. "Our image is a positive one," says **Desmond O'Neill.** He says the perception in the community of a college well run reflects well on the board and discourages challengers at election time. The district has had, in fact, only one contested election since 1965. Other trustees re-elected without opposition to new terms include **Kathryn Alexander,** who has been on the board since 1965, **Joe Dobbs,** a trustee for 25 years and **Joyce Powell,** a 17-year member of the board. "We all get along," says O'Neill. "Nothing controversial happens here. Nothing divides us."

Santa Monica

Four incumbents easily defeated a challenger in this district's at-large election. "The voters believe we're doing a good job," says **Carole Currey.** At election time, voters link the college's good image with the board. "We did a community survey a couple years ago and found that the college has the best image of any agency in town. As a trustee you can rest on that record and the major things we've done to mitigate the problems we have faced."

Would image problems at the college impact board elections? "Yes," says Currey. "I think it would be an open invitation for a challenger."

Sequoias

There were three seats up in this Central Valley district with two incumbents and a new board member elected without opposition. "I thought I'd

CONTINUED ON PAGE 6

have a challenger," said **Robert Line,** who was appointed in 1997 and is the former Visalia superintendent of schools. "We have good relations with the faculty and staff, and we have a new president who is doing an excellent job. Things are going smoothly. Even shared governance is going smoothly. And when we do disagree we disagree agreeably."

Solano

Denis Honeychurch was the only incumbent challenged for a seat. He won, spending less than $1,000. Why? "Because I'm older and wiser," he says with a chuckle. "My opponent was 19. I have a long term relationship with the community and have a track record of community service. The college is on a stable footing with lots of successful programs."

He says his campaign was also helped when the local newspaper ran a very positive feature story just prior to election day about his recent participation in the Iron-man Triathlon in Hawaii.

Sonoma

Michael Smith won an open seat with the strong backing of the faculty and classified employees. "I'm the first trustee in our district from organized labor," says Smith, who works for the Healthcare Workers Union, Local 250, S.E.I.U. Among his priorities as a trustee will be to increase library and computer lab hours for students, improve shared governance, and establish regular office hours on campus and in the outreach centers.

State Center

Ron Manfredi won a fourth term in a hotly contested election that had his opponent out-spending him $20,000 to $3,400. The election, says Manfredi, the city-manager of Kerman, revolved around an effort by residents in the foothill area near Oakhurst to break away from the district and establish a new college district.

While the de-annexation movement has "fizzled away," says Manfredi, his opponent was supported by a major business owner who continued to want a new college in Oakhurst. Manfredi supported increasing the programs available to foothill residents but not the construction of a new campus until it was feasible.

Ventura

Incumbents **Pete Tafoya** and **Norman Nagel** were both successful against candidates supported by the faculty union. "They attacked us on collective bargaining issues, the pay of the chancellor and upper management, and benefits," says Tafoya. Nagel spent $50,000 ($32,000 from his own pocket) in defending his seat. Tafoya spent $10,000.

Says Tafoya, "This illustrates the fact that unions would like to control boards. It also illustrates the fact that the community supports community-based leadership and wants the board to be comprised of local people who reflect community interests, not special interests."

Nagel admits the campaign became very personal. "I took it personally in that the union was trying to unseat us and I felt, by golly, I was going to show them I was doing a good job by winning. I'll tell you one thing, I didn't get complacent."

Yuba

New trustee and former college instructor **Jim Buchan** was endorsed by the faculty union but declined any financial support. He and incumbent Leela Rai defeated this year's student trustee for the two seats in their trustee area. Buchan's campaign consisted of knocking on doors and sending out postcards to friends. He's been active in the community since his retirement as a Yuba College computer science instructor and is president of the Rotary Club.

"I know how the college works and who to call to get an answer for a constituent," he explains. "As a board member, I may be more effective than someone who doesn't know how the process works."

This article was written by Ray Giles, the League's director of special services.

LESSONS LEARNED AS COLLEGE TRUSTEES, CEOS HELP IN OTHER ELECTIVE OFFICES

"We're fortunate to have as many former board members as we do in the legislature. They bring invaluable knowledge to the legislature of the community colleges."

–JACK SCOTT

Whether it's analyzing budget figures, trying to forge a compromise among differing campus factions or playing political hardball, the skills learned while serving as a community college trustee or chief executive officer are, in many ways, the same practiced by mayors and state legislators.

That's the conclusion of former trustees and CEOs who now serve in these positions in California. "All colleges are very political," says Long Beach Mayor **Beverly O'Neill.** "As president of Long Beach City College, I learned about employee negotiations, team building, and policy development. For me, it's been a transference of skills from one job to the next."

Another former college CEO and trustee, **Judith Valles** is now the mayor and top administrative officer of the City of San Bernardino. Says Mayor Valles, "Just like an effective college president and board work together, I have to help the city council work together. What I learned in the colleges about strategic planning and budgeting have been invaluable to me."

Joe Baca says the 14 years he served on the San Bernardino CCD board gave him the opportunity to learn about policy development, issues such as education, budgets and accountability and the exercising of public leadership. Baca, who represented the Inland Empire for six years in the Assembly before being elected this past November to the Senate, says of his trustee role, "It was a good training ground for me."

Assemblywoman **Denise Ducheny** agrees. The former San Diego CCD trustee says, "I learned a lot about school finance, particularly higher education, adult education programs, how to build consensus, listen to different interest groups, and how to deal with them. In the legislature, you have to be able to listen, bring people together, take a stand, and resolve policy issues in a way that meets the needs of different constituency groups."

Now in his second term in the Assembly, former Pasadena City College President **Jack Scott** says many of the skills necessary for legislative leadership are the same that are valuable on a college campus. "The art of persuasion, the art of compromise, working the various constituents, and bringing people together are skills that served me well at the college as well as in the legislature."

But the legislature is different than a college campus, he adds. "The lines between faculty, trustees and administrators aren't as sharply drawn on campus as are the lines between Democrats and Republicans in the legislature. Also, the buck stops in the governor's office, not in the legislature. I have more of a role as an advocate."

Wally Knox, a former Los Angeles CCD trustee, is

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TheNews

1998 TRUSTEE E

District	Incumbent Elected	Newly Elected	Incumbent Did Not Run	Defeated
Allan Hancock	Carol Anders (U) Larry Lahr (U)			
Butte	Michael Boeger (U) Thomas McLaughlin	Fred R. Perez	Ray Lyon	
Cabrillo	Gary Reece (U) Alan Smith (U) Claudine Wildman (U)			
Chabot-Las Positas	Isobel Dvorsky	Donald "Dobie" Gelles	Linda M. Tangren	
Coast	Walter Howald	George E. Brown	Sherry Baum	
Contra Costa	John Nejedly (U) David MacDiarmid (U)	Sheila Grilli	Eugene H. Ross	
Feather River	Maxine Cullen (U) William Elliott (U)			
Foothill-De Anza **		Edward Hay	Jay M. Jackman (moved)	
Fremont-Newark	Ruthe Foster (U) Karen Hendrickson (U) Kate A. Scholz John Weed (U)			
Gavilan	George Champion Jean Ottmar (U) Elvira Robinson (U)	Leonard Washington		Timoteo Vasquez
Grossmont-Cuyamaca	Richard Alexander Rebecca Clark Gary Kendrick			
Kern	John A. Rodgers (U)	Herbert Bonds Pauline Larwood Mary Lattig	Edward Cornell Dennis Wilson	James A. Smith
Lassen	Thomas E. Holybee	Bradford L. Fahlen Daniel W. Rickert	Robert K. Hill	Stephen P. Pezzullo
Long Beach *	Diane McNinch Darwin Thorpe	Thomas J. Clark	Catherine Aschieris (moved)	
Los Rios	Ann Blackwood Bruce Pomer	Timothy Loree		Jeffrey Emmert
Merced	James Glidden (U) Eva de Long (U) Eugene Vierra (U)	Hebert "Les" McCabe		Dennis Aue
MiraCosta	Diane Bessell (U) Henry Holloway (U) Robert Kleffel (U) Carol Smith (U)			
Napa	Joan Bennett (U) Charles Meng (U) Denys Michaud (U)	Luc Janssens	Myrna Abramowicz	
North Orange County	Otto Lacayo Barry Wishart			
Palomar	Robert Dougherty, Jr.	Michele Nelson		Harold Scofield
Peralta	Brenda Knight (U)	Alona Clifton William Riley	Darrell Carter Dorothy Gifford	
Rancho Santiago	John Hanna Larry Labrado Phil Yarbrough			

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ECTION RESULTS

District	Incumbent Elected	Newly Elected	Incumbent Did Not Run	Defeated
San Diego	James Mack Maria Senour	Brian Olson	Kara Kobey	
San Francisco	Robert Burton Lawrence Wong	Anita Grier		Andrea Shorter
San Joaquin Delta	Janet Rivera Maria Serna Ted Simas			
San Jose/Evergreen	Richard Hobbs Maria Fuentes (U)	Rosalinda Rodriguez	Yolanda Estremera	
San Luis Obispo County	Marie Kiersch (U)	Sam Blakeslee	James Brabeck	
Santa Barbara	Kathryn Alexander (U) Joe Dobbs (U) Desmond O'Neill (U) Joyce Powell (U)			
Santa Monica	Nancy Cattell Carole Currey Dorothy Ehrhart-Morrison Robert Roney			
Sequoias	Robert Line (U) John Zumwalt (U)	Sue Shannon	Louis Sweet, Jr.	
Sierra Joint	David Creek Nancy Palmer Barbara Vineyard	Dave Ferrari	Robert Tamblyn	
Siskiyous	Alan Dyar (U) Mariilyn Hall (U) Penny Heilman (U) Louise Thompson (U)			
Solano County	Denis Honeychurch Barbara Jones (U) Pam Keith (U) Willie McKnight (U)			
Sonoma County	B. Robert Burdo Kathleen Doyle Don Zumwalt	Michael James Smith, RN	Albert A. Maggini	
South Orange County	Marcia Milchiker (U)	Nancy Padberg Donald Wagner	Joan Hueter Teddi Larch	
Southwestern	Maria Neves-Perman (U)	Nancy Mulcahy Terri Valladolid		Augie Bareno G. Gordon Browning
State Center	Ron Manfredi Dorothy Smith (U) Leslie Thonesen			
Ventura County	Norman Nagel Pete Tafoya John Tallman			
West Kern	John Miller (U) Carolyn Roberts (U) John Trageser (U)			
West Valley-Mission	Nancy Rucker	Jeffrey Schwartz Don Wolfe	Arne Lunde Maxine Sanders	
Yosemite	Allister Allen (U) Joseph Mitchell (U) Delsie Schrimp (U)			
Yuba	George Nicholau Leela Rai	Jim Buchan Alan Flory	Gene Bellisario Larry Schapiro	

* Election held in April. **Special Election, regular election is in odd years. U=unopposed

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now in his third term in the Assembly. He says moving from a seven-member board to a legislative body with 80 members means as a legislator he doesn't "have the detailed involvement I had as a trustee on the substantive education issues. In reality, we are far removed from the issues."

Ducheny says another difference is "the wider variety of issues you have to be prepared to deal with, water, prisons, land use, economic development, conservation, and K-12 education, just to name a few."

One of the two new community college leaders to join the legislature this year is **Gloria Romero,** a trustee on the Los Angeles board who was elected to the Assembly in November. "Serving as a trustee helped me in a tremendous way. It helped me develop relationships and find ways to hammer out difficult issues among other leaders."

Romero said there was much more talk on the campaign trail about K-12 issues than higher education. She said one of her primary goals as a new legislator will be to enhance partnerships between all segments of education and "open up the pipeline, particularly to underrepresented students."

The other new Assemblywoman is Sarah Reyes, who served as assistant to the chancellor at the State Center CCD in Fresno. She said polling she did during the campaign showed her community college district received a higher approval rating than the local unified district or California State

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PEOPLE in the News

Marketing Students Win State-wide Awards

Thirteen Allan Hancock marketing students were presented with statewide awards by Ed Venture Partners, a company that connects college marketing students with General Motors dealerships. The students garnered top recognition for an award-winning marketing campaign that they executed for Stephens Airport Auto Center of Santa Maria last spring. The winners took *"Best Public Relations Campaign"* and *"Best Philanthropic Event"* awards for what was called "an astounding achievement." Over 100 colleges competed for the coveted awards. Pictured from left to right are: Stephens Airport Auto Center owner Jeff Stephens; interns Christina Ruiz, Connie Moreno, Maria Cordero, Amanda Fontenot, April Smith, Arcelia Jaquez, Linda Bonnes; senior internship coordinator Martha Gonzales; Dyanna Cridelich; and Allan Hancock College business instructor Tom Vogt, who oversaw the project. *Not pictured interns are Joni Chafe, Carol Lesher, Gayle Young, and Brenda Roberts.*

PEOPLE in the News

Professor of the Year

Cathleen Kennedy, information computer science professor at College of San Mateo, has been selected by the Carnegie Foundation for the Advancement of Teaching as 1998-99 Outstanding Community College Professor.

The US Professors of the Year Program recognizes four educators for their extraordinary dedication to teaching, commitment to students and innovative teaching methods. It is the only program that honors college professors specifically for their teaching. This year's winners were selected from among more than 500 nominees selected by colleges and universities across the country. In addition to Kennedy, three other winners represent baccalaureate colleges, master's universities and colleges, and research and doctoral universities.

Those who know Cathleen Kennedy are well aware of her strength as an educator—from the depth of her teaching and industry experience to the empathy, understanding and support demonstrated to students who attend her lectures and office hours.

Criteria for the award were divided into four categories: impact on and involvement with students; scholarly approach to teaching; service to undergraduate education in the institution, community and profession; and support from colleagues and current and former undergraduate students.

As a 1998-1999 Professor of the Year, Kennedy will receive a $5000 cash award and was honored at a ceremony in Washington, D.C. on the morning of October 8.

Retirements

Cuesta College President **Grace N. Mitchell** has announced her retirement effective at the end of the current academic year.

In her 35-year career with California community colleges, she also has served as administrator and instructor. During her ten years at Cuesta, Mitchell has helped guide the college through major enrollment growth, the advent of a faculty union, the ongoing challenge of uncertain state funding, the college's growing reliance on private gift support, the construction of new facilities including a new Student Center and the Ada Irving Allied Health/Human Development Building, and the development of additional resources to serve students of the district, especially the new North County Campus.

Bill Stewart, State Center Effective June 30, 1999, Bill Stewart will retire after 14 years as chancellor of the State Center district in Fresno. Stewart's career spans 29 years in community college administration in Iowa, Alaska, Oregon and California. He plans to continue that career at CSU Fresno after retirement.

Jim Young, Kern CCD After serving more than 20 years as the chancellor of the Kern district, and with 39 years in education, Jim Young is stepping down effective February 5, 1999, although he may stay until a new chancellor is chosen. Young said he has accomplished what he wanted to accomplish, citing the curriculum, which has evolved to meet changing student needs and campus facilities that have been or are in the process of being refurbished to original conditions. In addition, Young credited an outstanding staff who has helped expand access to higher education throughout the district.

Appointments

Cypress College's new president is **Marjorie Lewis,** vice president of instruction and student services at Golden West College. Lewis began her career in 1968 as an English professor at Long Beach City College, eventually becoming dean of educational support services until going to GWC in 1994.

Lewis is a community college graduate, holding an AA in English from Long Beach, a BA from UCLA and MA from CSU Long Beach—both in English. She earned a PhD in higher education administration from Claremont Graduate School, which presented its Hausam-Fisk Award recognizing excellence in academic studies and scholarship to Lewis in 1991.

Michael Viera, vice president of Fullerton College, has been named president effective January 1. During his three and a half years at Fullerton, he has been responsible for all instructional and student services programs. Prior to that, Viera taught political science at Chaffey College for 14 years and then spent five years as assistant to the executive vice president before becoming dean of educational services.

Viera is a member of the board of directors of the California Center for Education in Public Affairs, has served on three accreditation teams, and is active in several state and national projects, including a task force on non-credit matriculation.

He holds a bachelor's degree from Humboldt State and a doctorate from UC Riverside, both in political science.

n CAMPUS in the ews

New Learning Resource Center

It may be brand new, but the Learning Resource Center looks as though it was an original Sacramento City College building. The LRC was designed to blend with the predominant architecture of the campus. The result is a new Sacramento landmark that will serve its patrons with state-of-the art technology while preserving the traditional concept of the library.

"We're taking a quantum leap that will impact all aspects of teaching and learning," Said SCC President Robert M. Harris. "The Learning Resource Center will be the most technologically capable educational facility in the Sacramento area."

The 80,000-square-foot building has three floors designed to serve five areas. The flooring allows space to deliver power or network connections to almost anywhere in the building.

The first floor offers tutorial services, using a variety of techniques to assist students with the learning process; the second floor is another information hot spot. Circulation and main reference/information desks will stay busy, with the number of students visiting the LRC expected to double over that of the old library. Computers are available to students to access the Los Rios district's on-line catalog, full-text magazine and journal databases, and the Internet. Also available are reference books, paper and microfilm copies of journals and newspapers, and a library instruction room. In addition, the second floor has a fully equipped Library Instruction Room to assist librarians in teaching students how to use a variety of resources.

Photo by Western Media Imaging

Space for 100,000 books is available on the third floor of the LRC. As the designated quiet area, study space is also available on this floor. Individual carrels will seat 300 students in quiet solitude."

The function of the building is to help students learn effectively," said Harris, referring to the mix of technology and the space allotted for interaction between students, faculty and staff. "This center is the biggest thing to happen on this campus in the last 30 years and will have a monumental impact on the community."

"Weekend College" Offers New Degree/Transfer Program

In the spring of 1999, Pasadena City College will initiate a sequence of course offerings designed primarily for those who are "too busy" to attend college during normal hours. The PCC Weekend College program is an alternate way to complete an AA degree at PCC and then transfer to Cal State LA as a business administration major, or into the Multiple Subject Teaching Option. It is structured so that people who work full time or who have family responsibilities can take a complete sequence of transfer level courses by attending college during part of their weekend.

Weekend College is not an accelerated program, but it is intense. Classes are offered in pairs, in nine-week sessions on Friday evenings and all day on Saturdays. If students follow the sequence, they should be able to complete the program in approximately two-and-

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On CAMPUS in the News

LETTER FROM A TEACHER

Dear Community and State Leaders:

Welcome to my night English class at Allan Hancock College. This is the course that my students must pass in order to move toward their goal of a certificate or degree.

Most of them have worked all day, so they look tired. But at the same time they have hopeful, friendly looks on their brown, pink, yellow and black faces. One is fifty-four, many are in their forties and thirties, some are in their twenties and a few are teenagers.

I tell them that many years ago I sat where they are, in a community college. My dad was a janitor, when he had a job. My mother was a secretary. I worked in a grocery store, and I wasn't sure I wanted to go to college, because I was not a terrific high school student. But at Cerritos College I found challenging, interesting instructors who cared that I learned. It was the beginning of many college and university semesters for me, several of them taken at night, because I worked days.

After telling my story, I ask them to write me a letter, telling me something about themselves, their goals, and anything I should know that might affect their performance in this class.

Their letters reveal that most work full-time and more. One woman works seven days a week. Two men work two jobs (sixty hours a week), another works fifty, and several are working full-time while taking a full-time college load, coming to school four nights a week, three hours a night. One works in Soledad and commutes two hours each way to his home and family in Nipomo. The majority have children; several of the women are single parents.

They work as bus driver, cashier, clerk, draftsman, dishwasher, home health care aide, and correctional officer.

One suffers from severe migraines, another has just had a four-year relationship end, one has just had surgery for carpel tunnel syndrome, one suffers from chronic fatigue, and another one has severe asthma attacks. Several mention that they worry about getting to class on time because of work or a sick child. Several of them express concern about their reading and writing skills.

They want to be RNs, teachers, engineers, social workers, and one wants to be a doctor. They want to go into professions where they can help people. They want to improve their lives.

I feel incredibly privileged to be their English instructor.

I'm hoping I don't lose any of them during the semester, but I know their lives are fragile. I'm hoping that I can make the class challenging and interesting for them. Their time, so precious to them, I dare not waste. I hope they will learn enough so that they can pass the final, which will get them through another gate on their dream-paths. I hope I am a good enough teacher for them.

And after reading their letters I suddenly understand why California community colleges are so chronically under-funded, compared to the state universities. I suddenly understand why our libraries, and our science and computer labs, are so outdated and why so many of our classes are taught by part-time instructors. It is because my students are working class people with little money and precious little time to exert the political weight needed to ensure that when the state budget gets divvied up, the community colleges get their rightful share. My students are too busy trying to earn their dreams.

Sincerely,
Michael J. O'Brien

n CAMPUS in the ews

one-half years, including summers.

As in the regular PCC credit program students will need to have met several prerequisites in order to enroll in Weekend College courses. Dick Moreno, assistant dean of Extended Instruction, is directing the new program and believes it will answer a need in the community for greater access to transfer-level courses at the community college level. He reported that Cal State Los Angeles has worked closely with PCC to develop this new program.

Admission to the Weekend College program is open to any student, fees are the same as for regularly scheduled classes, and all campus services, including financial aid, will be available.

Academy candidates fired up about online reading class

The Santa Ana College (SAC) Fire Technology and Reading departments have combined to develop the first fire technology online class—Fire Academy Preparatory Reading. The class is designed to assist SAC Basic Fire Academy candidates meet eligibility requirements.

This is among several online offerings from the Rancho Santiago district's Distance Education Office during the 1999 spring semester that starts in February. By using technology, academy candidates will advance reading and comprehension skills, vocabulary enrichment and critical thinking skills. Students will also become familiar with the Internet and other computer programs.

"A big advantage to online instruction is that course activities are independent of time and place, thus relieving students from the restrictions of having to be in a specific classroom at a designated time," said Evelyn Shopenn, reading department chair. "It also allows the instructor the added advantage of concentrating on each student's individual needs."

Students enrolling in online courses will be required to have access to a computer with an individual e-mail account. The college is providing that access and staff will be available to assist students in creating an e-mail account.

The majority of coursework is done online, although one or more campus meetings may be required. Instructors will be available on campus, by telephone or via E-mail to discuss concerns or questions that may develop during the course.

Suiting-up

Welfare-to-Work graduates from Fresno City College are going to be all dressed up with somewhere to go. Not only did the first 60 students receive a certificate upon graduating in December, but they also received a business outfit to help make a great first impression at the job interview.

Central Valley businesses teamed up to provide business attire (dress suits, slacks, skirts, collared shirts, shoes, handbags and accessories) to those students who need but can't afford such items. Sponsored by McCombs & Associated of Fresno, the program's partners have adopted the motto: Helping Others Help Themselves.

"The response has been overwhelming," said business administration instructor, Lydia Anderson. "This is one of Fresno City College's missions: to help build a partnership between the business community and the college."

The *Fresno Bee* has challenged its employees to donate clothing. Regency Bank and Bank of America have sent notices to their clients to donate. Supercuts has donated their services. Gottschalks has provided clothing racks. Local law firms and Rotary clubs are holding separate donation contests. Manchester Shopping Center provided a storefront rent-free to house the large amounts of donated clothing. WestAmerica Bank has donated funds to help expenses.

Even the FCC Business Division's Customer Relations Specialists class helped by sorting and distributing the items.

LESSONS LEARNED

CONTINUED FROM PAGE 10

University campus. "Community colleges play an important role in this state and people recognize it."

She says she'd like to see administrators and trustees play a larger role in legislative lobbying. "Community college leaders should roll up their sleeves and get involved."

Assemblywoman Ducheny also makes the case for more trustee and CEO involvement in Sacramento. "In this era of term limits, it's really important that you get to know your legislators quickly. New members don't have enough time to get up to speed without help. They need to see your campuses and see how your programs are impacting the community."

Adds Senator Baca, "Communicate with us about how we can help, outside of giving you more money. We are very interested in partnerships in the community, what you are doing and what we can do to help facilitate partnerships."

Mayor O'Neill agrees. "It's very important that community colleges, universities and K-12 districts work together. The economic impact you all have on your communities is tremendous. I'm working closely with Long Beach City College to partner with the business community for economic development. I love being mayor and bringing to people's attention the value of their community college."

Senator Hilda Solis, a former trustee from Rio Hondo, and Assemblywoman Sally Havice, a former faculty member at Cerritos, were not available for interviews when this article was written.

CALIFORNIA COMMUNITY COLLEGE TRUSTEES LOCAL ELECTION RESULTS

Year	Districts Holding Elections	Trustee Seats Up	Incumbent Re-elected		Newly Elected		Incumbent Did Not Run		Incumbent Defeated	
			Number	Percent[2]	Number	Percent[3]	Number	Percent[4]	Number	Percent[5]
1991	32	87	56	64.4	31	35.6	17	19.5	14	20.
1992	40	109	63	57.8	46	42.2	31	28.4	15	19.
1993	31	82	52	63.4	30	36.6	15	18.3	15	22.4
1994	40	112	80	71.4	42	37.5	29	25.9	13	14.
1995	31	96	72	75.	24	25.	15	15.6	9	11.
1996	41	133	97	70.7	39	29.3	26	19.5	13	12.
1997	30	78	53	67.9	25	32.	19	24.	7	8.9
1998	41	130	97	74.6	33	25.3	24	18.4	9	6.9

[1] *There are a total of 435 locally elected governing board members for the 71 California community college districts; 38 districts have seven members; 32 districts have five members and one district has nine members. Board members are elected to four-year terms.*

[2] *% of seats open filled by incumbents*

[3] *% of seats open filled by non-incumbents*

[4] *% of incumbents up for election who did not run*

[5] *% of incumbents running who were defeated*

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TheNews

Make plans now to attend the 1999 Annual Trustees Conference

Marriott, San Francisco Airport
May 7 & 8

Governance in Evolution

Community college governance has evolved over time in response to many social and institutional changes. Funding sources have shifted from local communities to the state. Communities and their boundaries have become more fluid. Community colleges are redefining themselves in response to competition and community needs. Groups and individuals within the colleges and in the communities seek a greater say in policy making and implementation. Technology is influencing every aspect of our lives.

The 1999 Annual Trustees Conference will be an opportunity for trustees and CEOs to explore the implications for student learning in relation to governance trends. Speakers and sessions will address the skills and knowledge board members need in today's governance climate. The program will focus on:

- **Evolving roles and responsibilities in local, state, and college governance**
- **Evolving implications of technology**
- **Evolving community college mission and accountability**
- **Evolving trustee responsibilities.**

Kenneth C. Green, director of the national Campus Computing Project, will be among the keynote speakers. He will discuss the trends in technology and the implications for colleges. David Vice will open the conference by highlighting the challenges to local boards and how they are evolving to meet today's governance needs.

Registration materials will be mailed in early March and updates about the conference program are posted to the League's Web site at *www.ccleague.org*.

TheNews

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SPRING 1999

"Y2K BUG" FRIGHTENS MANY BUT COMMUNITY COLLEGES EXPECTING ONLY MINOR PROBLEMS

Joann Higdon, the chief business officer at College of the Desert, has a clock in her office counting down the days, hours, minutes and seconds until the next millennium.

"I was driving my staff crazy, having them check all the ways the Y2K bug could impact our campus," she says. "So they gave me a Y2K clock as a little gift."

The clock is now just nine months away from 12:00 a.m. January 1, 2000, the moment we will all finally find out whether the millennium bug will, as some doomsayers predict, send computers and computer chips—and everything they operate—crashing into the next century.

A recent newspaper headline, *"Y2K to have 'profound' effect, Senate panel reports,"* is typical of the publicity surrounding the pending date change. The US Senate studied the problem and issued a report warning the nation, "Make no mistake, this problem will affect us all individually and collectively in very profound ways...In some cases, lives could even be at stake."

Two years ago, then-Governor Wilson declared that "most computers and automated systems worldwide are threatened by the Year 2000 problem and, unless immediately addressed, a great many automated systems with mission critical applications will be negatively impacted." Within a month of taking office this year, Governor Davis issued his own warning: "The ability of California government to deliver vital services and protection to the public is greatly compromised unless the state addresses on a timely basis Year 2000 impacts."

Community colleges, says **Contra Costa County CCD** director of information technology, Marygrace Salyers, "are more and more running on technology. It is the infrastructure for what we do, both educationally and administratively. Districts that haven't addressed the Y2K issue by now are cooked. The best thing I can suggest if you're a CEO or a chief information officer at one of those districts is to go find yourself another job."

So what will happen at 11:59:59 p.m. on December 31, 1999 that has our computer-dependent world worried about whether airplanes will fly, computers will compute or community college registration systems will register?

When the first computer programs were written in the 1960s, they were not designed to recognize the year 2000. Instead of representing years as four digits—1996, for example—years were programmed to appear in computer code as two digits (i.e., '96). As a result, on January 1,

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Y-2K BUG

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2000, millions of computers, computer software programs, electronic devices and computer chips will read "00" and "think" they are reading 1900. As a result, computer programs that rely on sequential date information for calculations may be unable to process the date change. They may not work properly or just shut down entirely.

Joseph Giroux, director of information systems at **West Valley-Mission CCD,** says the Y2K bug poses several potential problems for community college operations. Payroll calculations for employees working from December, 1999 to January, 2000 could be misread or rejected by the computer due to it "thinking" the employee began working in 1900. Students using credit cards that expire in 2000 could have their registration applications rejected. Budget software could fail to calculate fiscal data in the year "00"—or 2000—because it "thinks" the data actually is a hundred years old. Heating and air conditioning systems operating on date sensitive programs might shut down when they fail to recognize the new date. (See sidebar, "The many ways the 'bug' can bite your campus.")

Doing nothing to correct the problem, says Jack Raubolt, the information services director for the **North Orange County** district, would cause havoc at any community college. "We would not be able to run the business of the district."

"You do need to pay attention," says Giroux. "You need to take a look at all your systems. You also need to keep a proper perspective. You don't need to go into every rock and cranny because some things you only use once a year."

Community colleges are most susceptible to glitches in software programs that are "mission critical," those that are part of the technology infrastructure that helps make a district function smoothly. Mission critical programs operate the fiscal, human resources and student services databases or are part of the growing array of technological hardware and software used in instructional programs.

Like any large facility, a community college campus also has thousands of embedded computer chips helping to operate the elevators, air conditioning, telephones, microwave ovens and cash registers. Some of these chips are date sensitive and some are not.

DOING NOTHING TO CORRECT THE PROBLEM, SAYS JACK RAUBOLT, THE INFORMATION SERVICES DIRECTOR FOR THE NORTH ORANGE COUNTY DISTRICT, WOULD CAUSE HAVOC AT ANY COMMUNITY COLLEGE.

And finally, community college campuses are affected by the world around them and, as such, will be susceptible to the same potential problems faced by the community in general, from shipments of food to the delivery of electricity to the smooth operation of the local bus systems.

The Y2K problem is being tackled by California community colleges—and many other community, state and national organizations—with a three-step approach:

1. **Inventory**—Identifying all systems and equipment run by computers or computer chips.
2. **Assessment**—Determining which of these are Y2K compliant by testing those systems.
3. **Remediation**—Replacing and repairing non-Y2K compliant chips and software.

At North Orange CCD, the Y2K project began in 1997 by first identifying mission critical computer hardware and software. The district then assessed whether desktop computers at the campuses, centers and district offices were Y2K compliant (most were). Then, it looked for systems throughout the district operated by embedded chips and determined whether they needed to be replaced or repaired. And finally, it checked its off-campus services, such as power, gas and banks to be sure they were also taking steps to become Y2K compliant.

Allan Hancock College took much the same approach last year. In December, they went "live" with the changes made to mission critical software, in-house databases and programs. The next step will be to check all PCs. The only potential problem they've been able to identify thus far, says Betty Miller, the chief business officer, is the software for the theatre box office. It will be replaced before 1999-2000 season tickets go on sale this summer.

Compton College, says MIS

CONTINUED ON PAGE 3

director Dovard Ross, has required all vendors in recent years to provide Y2K compliant equipment, whether it be desktops for computer labs or elevators for the new voc-tech building.

At **Sierra College,** the plant operations director, Bill Hudson, has been "examining just about everything that could go wrong. We've done a top-to-bottom review. We're following the old adage, 'If anything can go wrong it will.'" The boiler and water pumps, for example, run with the aid of embedded chips. The energy management system is run with software that is not Y2K compliant and can't be upgraded until the computer that runs it is replaced.

The Y2K bug has had a "major impact" on **West Hills College,** reports MIS director Ruben Espinoza. The company that provided the campus with student and administration software and hardware announced last year it was not going to make its products Y2K compliant. "Their solution for the problem was to go out of business," Espinoza complains. The college had to purchase a new integrated system. In the meantime, the old system has been "patched," computer terminology for re-programming the software with bits of code that temporarily handle a problem until a long-term solution can be implemented.

Ohlone College also updated its critical mission software by purchasing a new integrated information system. It also contracted with a private firm to upgrade its energy management system, is replacing its voice messaging system and confirmed compliance of its server and PBX operating system. And the college's commercial bank has given the college its assurances that it is prepared for the new year/decade/century/millennium.

The costs associated with upgrading the various systems, says Ohlone's director of information systems Tish McNamara, are high. "While we've identified problems and solutions internally, we are having trouble maintaining or securing resources to complete the projects. As the deadline approaches, and the resources become more heavily competed for, we might be still struggling to beat the dates."

Both Contra Costa and San Diego districts estimate they've each spent $5 million in recent years upgrading various software and hardware to make it Y2K compliant. Bob Edelbrock, the chief information officer for the **San Diego CCD,** says the district replaced its administrative software system, voice mail, telephones, local area network, and servers, and identified, remediated and tested all hardware, software and embedded systems. They also have letters of Y2K compliance from outside vendors and a compliance letter on all new contracts.

Solano College has had "fairly major" problems, reports James Ennis, director, computer services. "We had to spend about 1½ person years to complete modifications on our student system not to mention upgrading our phone system and telephone registration system. We have over 800 PCs around the district. While most of our hardware is compliant, most of the software applications aren't. For a college with limited staff and limited budgets, it is a daunting effort."

Feather River College, one of the smallest community colleges in the state, was aided in its effort by a Title 3 grant that provided fund-

Besides desktop computers and the mission critical hardware and software that run the fiscal, human resources, student records and instructional programs on campus, here are a few of the other programs, hardware and assets on your campus that could be impacted when the clock turns to 2000:

- ✗ Heating/air conditioning
- ✗ Fire department
- ✗ Elevators
- ✗ Cash registers
- ✗ Telephones and voice messaging
- ✗ Intercom and cafeteria lighting
- ✗ Boilers
- ✗ Water pumps
- ✗ The Internet
- ✗ Job systems
- ✗ Outside vendors
- ✗ Sprinkler control systems
- ✗ Traffic lights

And finally, [illegible] special leap year [illegible] only once every 400 years. Some computer programs will not have a formula for 2000 date.

CONTINUED ON PAGE 15

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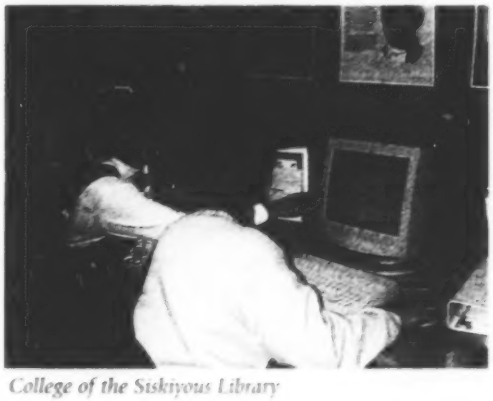
Libraries Transforming from Book Depositories to High-tech Centers

Ask community college librarians the #1 challenge they face when it comes to meeting the needs of students and the answer will usually include the words "technology," "information literacy" and "funding."

"In recent years," says **College of the Siskiyous** librarian Dennis Freeman, "there has been a radical shift on community college campuses in terms of information literacy and the technological delivery of knowledge and information. And libraries are at the heart of that transformation."

Robert Harris, the president of **Sacramento City College,** describes his new $18 million library as being both "the centerpiece of our campus and its technology hub. Probably right now, our library is the most technologically capable facility in all Sacramento."



College of the Siskiyous Library

The transformation from staid, tradition-bound depositories of books and periodicals to high-tech World Wide Web access is providing both challenges and opportunities for community college libraries and librarians. Librarians in 1999 are making critical decisions regarding how to balance their collections between new Internet-based knowledge resources and the traditional print resources, how to pay for this metamorphosis and how to teach students, staff and faculty to effectively use the emerging technology.

According to Darlene Pacheco, assistant director of the Accrediting Commission for Community and Junior Colleges, over the past year self-studies and team visit reports indicate that "more and more colleges are developing technology plans that include access to technology and the Internet through their library. The trend is definitely away from asking how many volumes a library has. Today, you don't have to have as many books since you can access so much of the material through the Internet."

Gregg Atkins, the librarian at **College of San Mateo,** agrees, up to a point. "Libraries are integrating new technologies in existing collections and service plans. That's the name of the game. But people walk in and still need books and magazines. At the same time, they also want access to the World Wide Web."

The new library at Sacramento City College was built to meet both needs. While the second and third floors house book stacks familiar to long-time library users, the walls on those floors are wired so students with laptops can plug into the library's network and the World Wide Web. The first floor includes a media production studio, distance learning classroom, 90 open-access computers and a 28-station computer classroom. From the computers, students can access Internet-based resources such as newspapers, encyclopedias, periodicals and research databases.

The actual floor of the library is literally a subterranean grid of fiber, data and power cables that can be reconfigured and updated by simply lifting the carpet.

The transformation of community college libraries from book depositories to technology centers is putting pressure on librarians to get up to speed themselves on the new skills associated with this new computer-dominated world and, in turn, to teach faculty and students the skills necessary to get the most out of their library visit. (See "New library skills for the 21st Century" on page 5)

"For many years, libraries provided traditional services," says Siskyous' Freeman. "If people wanted information they came to the library and looked in books and periodicals. Now the electronic world has

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Community College Libraries

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Santa Rosa J.C. Mahoney Library, Petaluma Center

opened up infinite knowledge resources. Users need more complex skills to access and effectively use this wider world of knowledge. Since there is so much information out there on the Internet, including tons of garbage, one of the biggest challenges is to help students develop skills to navigate through these sources."

Butte College librarian Tabzeera Dosu reports students on her campus conducting research for classroom assignments "are overwhelmed by the wealth of information these technology resources can yield. If you go on the Internet, you find hundreds, even thousands, of documents on most subjects. Our librarians are spending more and more time not only helping students access the information but teaching them how to evaluate the material to separate the relevant from the irrelevant."

Information literacy skills, Dosu and other librarians argue, are the new currency of today's college library. Unfortunately, many students do not come to college possessing information literacy skills such as the ability to identify the information needed to answer a question, to pick out key concepts, words or phases in a topic or the logical places to look for the information needed.

Says **Santa Rosa Junior College** librarian Kathy McGreevy, "There is a huge learning curve for library users. Not only to learn how to use the technology but how to access the information to their advantage. It puts a tremendous training responsibility on librarians."

Like most educators, librarians decry a perceived lack of financial support for training, equipment, educational resources, and staffing. San Mateo's Atkins, for example, says it is a challenge to "convince people that there is a real cost to Web resources. A lot of people assume the Web is free." He also speaks for many librarians when he argues for the importance of "staffing libraries to meet student needs. Libraries are very complicated and take a lot of people to operate smoothly."

A statewide study conducted by **San Jose City College** librarian Russ Fischer shows that in 1996-97, per-FTES spending by California community colleges for libraries ranged from $39 to $249 and that per-FTES

CONTINUED ON PAGE 6

New Library Skills for the 21st Century

Students, faculty and staff need to understand more than just the Dewey decimal system to make their way around today's typical community college library. In fact, knowing how to "surf the net" is becoming indispensable. Here is a list, put together by Santa Rosa Junior College librarian Kathy McGreevy, of some of the new skills needed to effectively use today's community college library:

- Basic computer and software skills, including how to open and close software, place the cursor in an entry or search field, and what to do when the whole computer freezes;
- An understanding of new vocabulary: Internet, URL, search engine, listserv, modem, Baud Rate, PPP;
- Browser mechanics such as following a link, moving forward and backward among sites, saving files to disc and e-mailing documents;
- Understanding search engines, including keyword searches, truncation and wide card features, and using linking options such as Boolean logic;
- How to spell, type, read and think; and
- Understanding that change is a fact of life on the Web and that staying calm and rolling with the punches are critical to a successful Internet experience.

Community College Libraries

CONTINUED FROM PAGE 5

College of San Mateo

Santa Rosa J.C. Mahoney Library, Petaluma Center

expenditures for library materials ranged from a low of $3 to a high of $42.

The march to technology has, however, been aided in recent years by a substantial influx of funding from the State of California through the Chancellor's Office Telecommunications Technology Infrastructure Program (commonly referred to as "T-TIP" money). A total of $22 million in T-TIP funds has made its way in the past three years to libraries for technology planning and development. Libraries have also had access to instructional equipment, program improvement and Partnership for Excellence funding from the state.

According to Carolyn Norman of the Chancellor's Office, these funds have "allowed us to actualize some of the goals we have set for improving the quality of library and learning resource programs." Libraries have, in fact, been "transitioning" to high-tech centers since the 1980s when **Rio Hondo College** was the first to automate its library, says Norman. "Now students can access not only the resources on campus but resources from around the world."

The Chancellor's Office is currently undertaking major studies aimed at helping colleges improve student and faculty access to quality library and learning resource programs. Toward this goal, one of the key items being addressed, includes the creation of a common search engine for all California community college libraries that would allow students to access program and research information statewide. (The California State University is working on a similar project.)

The Chancellor's Office and Board of Governors are also working on establishing information literacy guidelines and standards for the system.

Meanwhile, colleges continue to seek funding from the state and through bond measures to build new libraries or remodel outdated facilities. Citrus College is scheduled to received $7 million next year in state funds for remodeling and expanding its current library. One of its goals is to remake the library into a completely computer-based center. "We want students to be able to access the Net and save all materials on disc, thus avoiding having to print out anything or check out anything," says Jim Williams, dean of faculty.

Citrus president, Louis Zellers, is not, however, predicting the end of the traditional library. "But I do think print collections will become smaller and more up to date. The classics, which aren't used much, will be put on CD Rom. The whole environment of learning is being altered by technology. What we're trying to do is get a jump on things. Our vision could be wrong but it's our vision."

Bonnie Rogers, president of **Porterville College** and a former librarian at Palomar College, believes technology offers the potential of providing "more opportunity to students for fewer dollars. Instead of putting money into maintaining print collections we don't need anymore, we should make those same resources available through the Internet."

Rogers and **College of Marin** vice president of academic affairs Dona Boatright both believe resources are needed to train library staff to improve student information literacy. Says Boatright, "We need to be sure

CONTINUED ON PAGE 16

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

Reaching Beyond Boundaries

November 18-20, 1999
San Francisco Airport Marriott

There are boundaries everywhere in community college life. Social, economic, educational, and generational boundaries affect our students. Physical boundaries separate programs, students, and faculty from each other, and colleges from their communities. And, psychological and role boundaries come between constituencies within the colleges.

However, the community college mission is to reach beyond these boundaries. We cross generational lines, working with all age groups and assumptions. We reach beyond social, educational, and economic boundaries in our programs and services, and help students reach beyond their boundaries to achieve success. We cross physical boundaries through creative approaches to learning and technology.

The 1999 Annual Convention is designed for administrators, faculty, classified staff, students, and trustees to come together to share our knowledge and learn from each other; to reach beyond the inherent boundaries created by our different roles and backgrounds, and to reaffirm our common connections.

PROPOSALS

The League invites proposals for the Convention program on innovations and outstanding practices in the colleges that exemplify "Reaching Beyond Boundaries." In the spirit of the convention theme, we have not set boundaries on proposals by identifying program themes or strands. We encourage proposals that will interest all constituencies who attend the convention, and will help our colleges reach beyond existing boundaries.

PARTICIPANTS

The convention attracts a significant number of trustees, CEOs, administrators, faculty, classified staff and student leaders; therefore there are a wide variety of groups and perspectives at the convention. Proposals are sought that target specific interest groups as well as those that cross boundaries between all segments of the colleges.

PROGRAM FORMAT

Concurrent Sessions

Concurrent Sessions on Friday, November 19 are scheduled for one hour and fifteen minutes. Sessions on Saturday, November 20 will be one hour. Concurrent sessions generally have teams of up to four presenters.

There are limited spots available for 2 hour presentations on Saturday or to conduct three-hour preconvention workshops on Thursday, November 18. Those interested in conducting longer workshops should contact Cindra Smith at the League office (cjsmith@ccleague.org).

Displays

Individuals may request to showcase specific educational programs or ideas in the Educational Showcase on Friday, November 19. Presenters prepare a visual display and are available to discuss their program or idea at the designated time on Friday. Displays generally involve one presenter.

Roundtable Discussions

Roundtable Discussions are designed to be highly interactive and involve participants in exploring a specific issue or topic. No audio-visual equipment is provided. Roundtable discussions may be scheduled during any time slot. Roundtable discussions generally have one facilitator.

Criteria for Selection

The League's Annual Convention Committee will use the following criteria to select sessions for the program. The proposal:

- Is innovative, unique, or thought-provoking
- Is relevant to current and future needs and challenges;
- Includes program evaluation or follow-up information where appropriate;
- Is of interest to a cross-section of people; and
- Is clear and interesting.

Timeline

Proposals are due 5:00 p.m., Friday, May 29, 1999 in the CCLC office located at 2017 O Street, Sacramento, CA 95814. Decisions will be made by the end of July. Principal contacts will be notified in early August 1999.

Audio Visual Equipment

All rooms will be equipped with an overhead projector and screen. A slide projector or VCR/monitor will be provided upon request. Please plan to provide your own computer equipment and/or computer projection equipment.

Presenter Registration

All presenters are expected to register for the convention; a reduced registration fee will be offered. We are unable to pay honoraria or expenses to program presenters. By signing the proposal, the principal contact agrees to inform all participants that they are required to register **and** pay the conference fee.

Program Changes

The Community College League reserves the right to edit program titles and descriptions, to request changes in the proposal, and to encourage joint presentations of proposals have been submitted on similar topics.

Submitting Proposals

Proposals (other than e-mail) must be submitted on the attached form. The form is also posted to the League's web site (www.ccleague.org). We ask that e-mailed proposals follow the format on the form.

Mail, fax or e-mail proposals to: 1999 Annual Convention Proposals, Community College League of California
2017 O Street, Sacramento, CA 95814
916/444-8641 Fax: 916/444-2954 E-mail: cclc@ccleague.org

Proposals must be received by 5:00 p.m., Friday, May 28, 1999.

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Community College League of California
1999 Annual Convention
REACHING BEYOND BOUNDARIES

Presentation Proposal

Please type or print clearly. All sections must be completed. You must use this form, recreate it on your computer, or use the form available on the League's website at www.ccleague.org.

Name of principal contact _____ Title _____

Institution/Organization _____

Mailing Address _____

City _____ State _____ Zip _____

Phone # _____ Fax # _____ E-mail _____

List names of additional presenters below. Name, title, institution/organization, mailing address & phone number for presenters **MUST** be included. The principal contact listed above will be responsible for coordinating the session and communicating with all presenters and the League office.

Presentation Session Format *(check one):*

❍ Concurrent Session ❍ Display ❍ Roundtable Discussion

Target Population *(check "all" or specific target groups):*

❍ All ❍ Faculty ❍ Administrators ❍ Classified Staff
❍ Trustees ❍ Student Leaders ❍ Other _____

Expenses and Signatures

By signing below, the principal contact agrees to inform all participants listed below that they are required to register and pay the conference registration fee and further agrees that neither honoraria nor expenses will be paid to program presenters.

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_____ _____
Signature of Principal Contact *Date*

TheNews

Presentation Description

Title of presentation *(10-word maximum)*

Please provide a **50 word** *(maximum)* **description** to be used in the convention program should your proposal be accepted. Descriptions will be edited at our discretion.

Presentation abstract *(200-word maximum)*. **Do NOT** attach separate sheets or supporting materials.

Audio Visual Equipment. All rooms will be provided with an overhead projector and screen. Please plan to provide your own computer equipment if required for your presentation.

We will need the following additional audio-visual equipment:
❍ VCR/Monitor ❍ Slide projector ❍ Flipchart ❍ Other _____

We will bring the following equipment:
❍ Computer ❍ LCD projection panel ❍ Data projection system

List the **materials you will provide or display** at the session.

Proposals must be received by 5:00 PM Friday, May 28, 1999 and can be mailed, faxed or e-mailed:

Convention Proposals, Community College League, 2017 O Street, Sacramento, CA 95814
916/444-8641 Fax: 916/444-2954 E-mail: cclc@ccleague.org

PEOPLE in the News

Appointments

Rita M. Cepeda has been named as president of Santa Ana College in the Rancho Santiago district. For the past year, Cepeda has served as interim president of Mission College, and prior to that appointment, she served in the Chancellor's Office for California Community Colleges for 18 years, most recently as vice chancellor for educational services and economic development.

Cepeda earned a bachelor's degree in communications disorders and a master's degree in science from CSU, Long Beach, majoring in community clinical psychology. She is completing her dissertation for a doctorate in education from USC.

Ted Martinez, Jr., has been named president of Grossmont College. Martinez grew up in Texas and started his career teaching at Western Texas College in 1971. He became a dean at El Paso Community College in 1975 and held a variety of administrative positions at Dallas County CCD from 1983 to 1992. Martinez moved to City Colleges of Chicago in 1992 as associate vice chancellor and became president at Daley College in 1994.

He received his doctorate in educational administration from the University of Colorado in Boulder and his master's and bachelor's degrees in business and economics from Sul Ross State University in Alpine, Texas. He began his position February 15.

Manuel Ontiveros, a federal probation officer and Anaheim community activist has been appointed to the vacant seat on the North Orange County CCD. Ontiveros will serve until the end of 2000, when the term of the seat previously held by Fourth District Supervisor Cynthia Coad will expire. A law enforcement professional since 1996, Ontiveros is a graduate of UC Irvine and Fullerton College. He is currently enrolled in the master's degree program in public policy and administration at CSU Long Beach.

Ronald J. Temple accepted the position of chancellor of the Peralta district, effective March 1. Temple has been president of Wayne County Community College in Detroit, Philadelphia Community College, and most recently chancellor of the 200,000 student City Colleges of Chicago.

His academic positions include a professorship in history at the University of Cincinnati (1975-85), where he also served as dean of the 2-year University College. Temple holds a PhD in American urban history.

"In choosing Dr. Temple, we have strengthened our top administrative team by keeping the excellent services of Al Harrison, who served as interim chancellor in Peralta for 3+ years. He will return to his position as chief financial officer, a move that gives the district stability and continuity according to board president, Lynn Baranco.

Ruth Yochem has been appointed to the Lassen CCD board replacing Robert Pyle who resigned to take a seat on the Lassen County Board of Supervisors. Elected to the board in 1994, Yochem lost her seat to Pyle in the 1996 election. The former teacher will serve until 2000 when she will be eligible for re-election.

Board of Governors Appointments

Before leaving office, former Governor Pete Wilson appointed **Irene Menegas** and reappointed **David Lawrence** to the Board of Governors. Menegas is an English instructor at Diablo Valley College and she replaces Yvonne Bodle. Her term ended January 15, but she may serve until replaced or reappointed by Governor Gray Davis.

Lawrence, a student at Fullerton College who has distinguished himself as a student leader, was first appointed to the Board in 1997. His new term ends June 1, 1999.

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PEOPLE in the News

Retirements

The San Joaquin Delta CCD Superintendent/President **L. H. (Burnie) Horton** has announced his retirement effective September 3. SJCD board president Janet Rivera, said on behalf of the Board, "the Board wishes to express our profound appreciation to Dr. Horton for twelve years of outstanding leadership and for the major contributions he has made to the educational quality of Delta college and our community. He stands high in our regard and we wish him happiness and fulfillment upon his retirement." Before coming to Delta in 1987, Horton was president of Kankakee Community College, and executive director of the Illinois Community College Trustees Association.

Los Rios CCD Area 5 trustee, **Nancy Davenport** has resigned from the board effective April 30, 1999, due to moving outside her trustee area. Davenport, a long time Curtis Park resident and retired community college administrator, has served on the Los Rios board since 1992. In 1997, she was elected to the board of directors of the California Community College Trustees organization.

Awards

Ronald A. Kong, chancellor of the Chabot-Las Positas CCD is the recipient of this year's Harry Buttimer Distinguished Administrator Award, presented by ACCCA at its February conference. Named for a former chancellor of Contra Costa CCD, the coveted award is bestowed annually on a CEO-level ACCCA member who demonstrates outstanding integrity, compassion and leadership.

Kong began his career in 1965 as a science instructor at American River College. He became dean of instruction in 1982, and moved to Cosumnes River College in 1985 as a dean. Since 1987, he has been president of Irvine Valley College, then College of Alameda, followed by chancellorships at San Jose-Evergreen and, since 1996, Chabot-Las Positas.

Bernard J. Luskin has been named recipient of a Lifetime Achievement Award for seminal contributions to digital media. Luskin's pioneering deal with Paramount Home Video put the first fifty movies on compact disc using MPEG1, which paved the way for Hollywood's acceptance of the digital video disc format, now called DVD.

Luskin is widely acknowledged for placing the first digital computer in any community college in American while teaching at Orange Coast College. He became president of OCC and founding president of Coastline Community College, a highly successful pioneering distance education model, and founding chancellor of International University.

The award was part of DVD Summit 2, a major conference supported by the European Commission, the Government of Ireland and *Inside Multimedia*. The award was presented at a Gala Awards Evening in the State Rooms of Dublin Castle in March.

Terri O'Connor, De Anza College's director of marketing, communications and development, has earned the most prestigious community college marketing award in the country from the National Council for Marketing and Public Relations (NCMPR) — 1999 Communicator of the Year.

O'Connor is being recognized for her outstanding work in advancing her profession and the community college movement. "As community college marketers, we have an empowering and endearing story to tell. We applaud Terri O'Connor's professional achievements in telling our story," reported Joseph Nazzaro, NCMPR president.

O'Connor and her staff have won more than 30 state, regional and national marketing awards. O'Connor is president of California's Community College Public Relations Organization and currently serves on a 13-member state task force charged with creating a systemwide marketing and public relations plan for the 106 community colleges in California.

n CAMPUS in the ews

Student Play Thrills Critics

For hardworking theatre arts students at Fresno City College, dedication and showmanship have turned a wish into reality.

Following a six-week, five-night per week rehearsal schedule, nearly all seven performances of FCC's first-ever entirely student-produced, designed and directed play–*Veronica's Room*–sold out and an additional show was added.

The students' dedication paid off big in February when *Veronica's Room* participated in the annual Kennedy Center American College Theatre Festival (ACTF) at CSU, Humboldt. It was one of only eight productions selected to the regional finals. The festival invites over 1,000 students from west coast colleges to participate in theatre workshops and events.

FCC students brought home several awards. Rogelio Lopez was recognized for outstanding set design and received the USITT (US Institute of Theater Technology) scholarship for set design of a production at festival; Scott McQuiston won a full scholarship to CSU's summer program for his directing and also received national recognition at the Kennedy Center for artistic achievement; Jennifer Winter was recognized for lighting design. In addition, two outstanding performance/artistic achievement awards went to Ashley Semrick and Maria Verdian.

"[Just being selected for regionals] is an honor in itself," says student-director D. Scott McQuiston. "This is something that the actors can be proud of. To be one of eight shows out of over 200 says a lot for our production value and our performance level." Three of the plays' four actors were finalists for Irene Ryan Scholarship Awards, the maximum allowed for one school; and the show was nominated for an outstanding technical award. Debbi Shapazian, theater arts instructor, received the President's Medalion Award for her dedication as the regional design coordinator and puts in many volunteer hours to make sure students receive feedback to "get them to the point of growth."

The story of *Veronica's Room* is described as a psycho-thrilling nightmare that weaves mystery between truth and fantasy. McQuiston adds that along with the "edge-of-your-seat" plot where the truth is not revealed until the end, the play's strengths are in the acting and set-designs. "The look of the show–the colors, the lights, the moods–the students worked real hard and made directing very easy," says the 30-year-old. "It's like lightning," says FCC theatre arts instructor C. Tim Quinn. "The students have taken the professional approach and we hold our own. You don't go (to the regional finals) unless you're good."

The top two shows from Humboldt advance to the nationals at the Kennedy Center in Washington, D.C. later this year.

New Degree Program

Thanks to a $500,000 donation from Asyst Technologies, Inc.—a semiconductor, automated water handling and mini-clean room manufacturer—Mission College's electromechanics and robotics classes include materials used for semiconductor interface equipment.

"Asyst employees are helping students build their own robots as part of the hands-on instruction," says Thomas Sanford, Mission College instructor, and head of the manufacturing program.

Mission and San Jose City colleges now offer an AS degree in Semiconductor Manufacturing Technician (SMT). Students are learning how to build robots in the final class in the program. The Robotics course involves the study of robotic control systems, arm geometry, and power systems as well as troubleshooting techniques. This semester, the program offered start-up classes in electronics, electromechanics, and statistical process control.

In CAMPUS in the News

Student Newspaper Again Earns Top Collegiate Honor

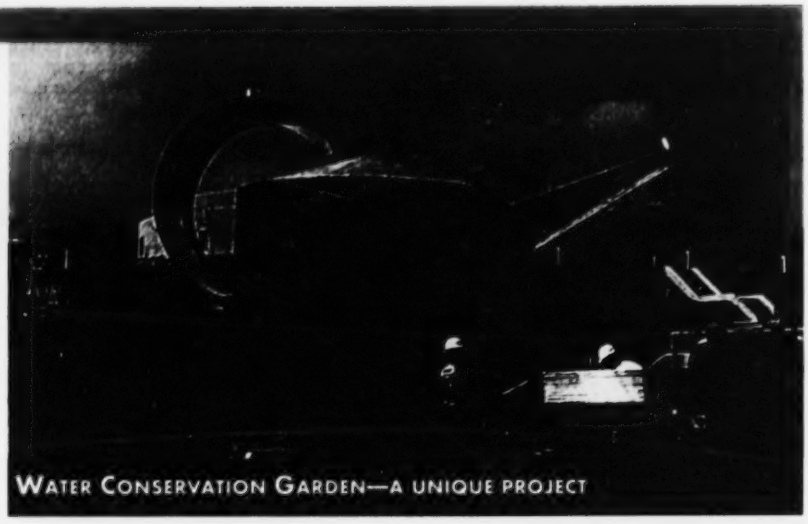
For the fifth consecutive year the Santa Ana College (SAC) student newspaper *el Don* has been named as the College Newspaper of the Year by the Associated Collegiate Press (ACP). The award recognizes outstanding achievement from two-year and four-year college papers throughout the country.

Editor in Chief Theresa M. Salinas and editors Rick Ho, Dawnielle Peck and Ismael Arrellano accepted the award on behalf of the *el Don* staff at the recent National College Newspaper Convention in Huntington Beach.

el Don was recognized as the nation's top community/junior college newspaper for overall excellence in design, editing and reporting. Members of the Society of News Design and editors from the Los Angeles Times, Arizona Republic and Minneapolis Star served as judges for this competition.

Last November *el Don* received the National Pacemaker Award, considered the Pulitzer Prize of collegiate journalism, from ACP and College Media Advisers. It marked the third year in a row the SAC newspaper took home accolades as the nation's best two-year collegiate publication.

"This string of successes is a result of unparalleled student determination and persistence," said Charles W. Little, journalism department chair and *el Don* adviser. "It is important to emphasize that these national honors are highly competitive and literally hundreds of student newspapers from around the United States enter these contests, yet SAC journalism students continue to prevail."



Water Conservation Garden—a unique project

How does your garden grow? At Cuyamaca, without much water thanks to a unique project that began in 1992 with the formation of the Water Conservation Authority Board. Formed as a joint power agreement with Otay and Helix Water Districts, each of which committed up to $1.5 million to build a Water Conservation Garden on 4.2 acres at Cuyamaca College.

The goal of the garden is to show how to create a beautiful and environmentally sustainable landscape. The garden will be an educational facility, resource outlet and learning center focusing on cost-effective gardening,

achieved through water efficiency and by reducing the labor required to maintain it. The garden surrounds the college's Heritage of the Americas Museum.

The garden design provides interactive, "hands on" displays and activities, and lends itself to fun and the whimsical by blending landscaping motifs not only in the garden, but in the structures, icons and exhibit props or features themselves.

A water tank, watering can, gardening tools and plant materials are a few of the shapes for the buildings and signs. A 400-seat amphitheater and 20 educational exhibits addressing three essential elements of xeriscape: water conserving designs, appropriate maintenance and efficient irrigation is a part of phase one. Phase two in the long-range plan will add a conference center.

The college's Ornamental Horticulture program has been a major force in the realization of the garden. The successful students from the program now working in the local green industry, as well as the contacts with the water districts by the staff have brought initial donations of over $1 million.

The garden will be a learning laboratory for college students in addition to providing the community and local school districts with opportunities to learn how to have a beautiful garden in arid San Diego County using water conservation. The Otay and Helix Water Districts have the responsibility of maintaining and staffing the garden. The college will have use of the garden and provide the external security to preserve it. Its gates will open in May.

Y-2K BUG

CONTINUED FROM PAGE 3

ing for instructional technology. "The difficulty for us," says chief business officer Ron Groh, "is that we have fewer discretionary funds. But we also have an outstanding MIS staff that identified the problems years ago."

The college is also partnering with the county department of education and the local unified district to upgrade its fiscal and human resources software program. "We're in pretty good shape," says Groh. "My sense is that districts having a problem are those that waited too late to develop a plan to deal with it."

Several districts expressed more concern about the impact of external circumstances than any possible on-campus problem. "I anticipate no significant problems that are under our control," says Giroux. "The one thing that makes me nervous is outside power, telephones and even the Internet."

Salyers at Contra Costa says her district is "positioned okay, but I'm worried about our bank. We haven't had any word from them that they have taken care of the problem."

Companies like Pacific Bell and Pacific Gas & Electric are spending millions to make sure their customers continue to receive service and that the companies are able to continue to collect for those services. Pac Bell, for example, reports it has 400 employees working to squash the millennium bug at a cost of $1.5 million a week. It plans to be Y2K compliant by June 30. PG&E says it will spend $600 million in order to be compliant by end of the third quarter.

Dan Jenkins, president of Jenkins, Larsen & Associates, a utility consulting firm that works with many California community colleges, predicts public utilities serving the colleges will transition smoothly into the new millennium. "Much of the distribution system for electricity and gas, for example, is dependent on computer software that could be impacted by Y2K. But utilities in the U.S. are expected to spend over $2 billion to address the problem and I expect they will be sucessful. They have a major motivation—money—to make sure their transmission and distribution facilities are Y2K compliant."

Another important organization, the California Community College Chancellor's Office, has been hard at work replacing computers, rewriting in-house software programs, testing older applications, and modifying data currently in the system. Waldo Galindo, director of MIS operations, says the Y2K issue is not a major concern because "most of the data we get from the colleges is not date sensitive."

The colleges provide the Chancellor's Office with data on courses, grades, staffing, financial aid, enrollment, demographics and EOPS services. Galindo says, "There will be some hiccups here and there, I'm sure, but we'll be able to deal with them."

Community college leaders are also confident the local county departments of education, which handle payroll for the districts, will continue to operate smoothly come January 1. Riverside County, says Higdon, has been working on the issue for two years. "I'm very confident they will make the transition without any problems." So is Alex Kelley, the director of information services at **El Camino College.** "LA County has been on top of things. I don't expect them to blow this."

Kelley speaks for many MIS directors when he says it is really too late for colleges to begin now to address the Y2K issue. "Year 2000 problems will begin this summer when we start registering students for fall semester and financial aid students for 1999-2000. By this summer we'll really see who's ready and who's not ready."

The state president of the MIS directors association, Jim Thomson of **College of the Redwoods,** believes the colleges will be ready. "I would describe it as a medium concern among our colleges. It's been a headache to deal with but I think we'll all be prepared."

Just in case there is a problem come 1/1/00, the MIS staff at West Valley-Mission CCD will be spending the New Year's holiday continuing their testing and making sure all systems are "go" before staff and students return. "If need be we'll possibly have to exercise the system before January 1 so we can be sure everything is working right," says Giroux.

Edelbrock in San Diego thinks a lot of the Y2K discussion is hype. "I think there are some folks out there using scare tactics to make money. But that's not to denigrate the issue. The fact is, we're spending millions of dollars to ensure we can continue to educate and serve students."

College of the Desert doesn't expect any "disasters," says Higdon. "I do expect to deal with some blips but that's what we get paid to deal with. But we don't expect anything to fall out of the sky."

This article was written by Ray Giles, the League's director of special services and frequent contributor to The News.

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Santa Rosa J.C. Plover Library

students can use such a limitless resource in a meaningful way. You can access so much that may not be useful. Students will have to have the competency to do the research."

But, Boatright adds, "We can't maintain a comprehensive double library. Judgments have to be made on what you have in terms of text and electronic resources. Technology will be important but service to students comes first. It's hard to think of wanting to read Shakespeare in text on the Internet."

Mary Ann Laun, the librarian at **Pasadena City College,** argues it's not an either/or world. "Librarians find themselves repeating a new mantra in this new era: It is not electronic or paper. Electronic resources are complementing book and media collections in community college libraries and all of these resources used together meet the diverse learning styles and needs of students. Library resources of all formats are here to stay. The real question is whether libraries, colleges, districts and the state can assure equity of access regardless of location, wealth of a particular district, or level of support of the individual campus library."

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